


## DT Unit Overview: Year 2 Autumn 1 – Cooking & Nutrition – London, London

**Context:** In this unit, you will continue to learn about cooking methods and nutrition. You will explore where a range of fruit and vegetables come from before deciding which ones to use in a fruit smoothie. You will learn how to prepare the fruit and vegetables safely and once made, you will evaluate whether your fruit smoothie could be improved and what you would do differently next time.

**Key Questions:** What is a fruit smoothie? Where do our fruit and vegetables come from? What is The Eatwell Plate?

<p><b>Previous steps</b></p> <p>In Year 1, you learnt that all food comes from plants or animals. You developed your food vocabulary by looking at, feeling, smelling and tasting a range of fruit and vegetables. You learnt how to grate and peel a range of ingredients, working safely and hygienically in order to prepare a fruit salad.</p>	<p><b>Current steps in learning</b></p> <p>You will understand that food has to be farmed, grown or caught. Your food vocabulary will develop further as you explore a range of fruit and vegetables and you will be able to sort food into the five groups on The Eatwell Plate. You will learn how to grate, peel and chop a range of ingredients safely and hygienically to create a smoothie.</p>	<p><b>Next steps:</b></p> <p>In year 3, you will continue to develop your food vocabulary. You will understand that a healthy diet is made up from a variety of food and drink. You will understand that a recipe can be adapted by adding or substituting ingredients. You will learn how to safely grate, peel, chop, mix and spread a range of ingredients.</p>
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Vocabulary		Exploring, developing and evaluating work	Diagrams and resources																				
fruit	vegetable	<b>Design</b> - Explain what is being made and who it is for - Use simple design criteria to help develop ideas then build on them using own experiences and knowledge - Explain how you will make product suitable for the intended user <b>Make</b> - Select from a range of tools and equipment, explaining your choices - Follow the rules for safety and hygiene - Use a range of materials and components <b>Evaluate</b> - Talk about design ideas and what you are making - Make simple judgements on your product based on the criteria - Suggest improvements that could be made																					
smoothie	peel																						
grate	chop																						
texture	smell																						
taste	core																						
hygienically	evaluate																						
			<table><tr><th colspan="4">Food Processing Equipment</th></tr><tr><th>Utensil</th><th>Food</th><th>Effect</th><th>Mouth feel</th></tr><tr><td>Juicer</td><td>Orange</td><td>Makes juice</td><td>Liquid</td></tr><tr><td>Peeler</td><td>Apple</td><td>Unpeeled apple</td><td>Crunchy</td></tr><tr><td>Knife</td><td>Carrot</td><td>Thin rings</td><td>Crispy hard</td></tr></table> <b>Hygiene – some key pointers</b> <ul style="list-style-type: none"><li>• Jewellery is removed</li><li>• Hair is tied back</li><li>• Sleeves are rolled up</li><li>• Aprons are on</li><li>• Hands are washed</li><li>• Cuts are covered with blue waterproof dressing</li></ul> <p>Further information from <a href="http://www.foodafactoflife.org.uk">www.foodafactoflife.org.uk</a></p>	Food Processing Equipment				Utensil	Food	Effect	Mouth feel	Juicer	Orange	Makes juice	Liquid	Peeler	Apple	Unpeeled apple	Crunchy	Knife	Carrot	Thin rings	Crispy hard
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Assessment	T	P
Understand where a range of fruit and vegetables come from		
Describe the purpose and use of a range of utensils		
Make a fruit smoothie safely and hygienically and suggest improvements that could be made		