



Caring, Successful,
Happy Learners

Learning Organiser **Design Technology: Heroes and Heroines** Year 2

Spring Term

British and School Values				Basic Skills (Reading & Communication)	Personal Development Positive mental and physical well being	Wonderful Words (Vocabulary & Quality Texts)	Memorable Experiences
respect	caring	safety	best				

Key Substantive “sticky” Knowledge I know...	Key Disciplinary Knowledge & Skills I can...	Learning Sequence			
			Substantive knowledge	Disciplinary knowledge	Activity
Design <ul style="list-style-type: none"> Why I need to eat a healthy balanced diet. Use healthy ingredients to design a product (soup). Understand how to plan my own dish and clearly show my ideas. Make <ul style="list-style-type: none"> Know how to follow a plan a recipe to produce a product (soup/ pottage). When to use a range of appropriate hand tools and equipment safely and hygienically. (eg using claw grip when chopping) Evaluate <ul style="list-style-type: none"> How to explore and evaluate existing products. Understand how to evaluate a dish based on the design criteria. (Also link to science- food groups and Eat Well plate)	Design <ul style="list-style-type: none"> Design a product (soup) that have a clear purpose and intended user. Use healthy ingredients to design a product (soup). Make <ul style="list-style-type: none"> Use hand tools and kitchen equipment safely and appropriately to cut and peel ingredients. Assemble ingredients. Evaluate <ul style="list-style-type: none"> Evaluate foods based on their tastes and textures. Evaluate my own dish, saying my likes and dislikes. 	1	To know why we need to eat a healthy balanced diet. (Science link) How to explore and evaluate existing products.	Explore healthy ingredients based on knowledge of existing products (science – eat well plate)	Recap prior learning (healthy and not healthy/ where food comes from) Introduce the eat well plate. Explore existing products (vegetables to identify likes and dislikes. Photograph and grade 0-5)
		2	How to explore and evaluate existing products.	Explore healthy ingredients based on knowledge of existing products (science – eat well plate)	Explore existing products (variations of soups) identify likes and dislikes and healthy and unhealthy. Children to try and identify different foods within soups. Use a word bank to help evaluate product and grade 0-5
		3	To understand how to plan my own dish and clearly show my ideas.	Use healthy ingredients to design a product and develop a design criteria.	Discuss design criteria and create a whole class list. Model how to draw design and add detail and label the design – link back to product testing – likes and dislikes.
		4	Know how to follow a plan or recipe to produce a product (soup/ pottage). When to use a range of appropriate hand tools and equipment safely and hygienically. (eg using claw grip when chopping)	Use hand tools and kitchen equipment safely and appropriately to cut and peel ingredients. Assemble ingredients.	Model how to use tools safely including peelers and knives. Children to chop ingredients following ingredients in own designs. Follow instructions to make soup and taste.
		5	Understand how to evaluate a dish based on the design criteria.	Evaluate my own dish, saying my likes and dislikes.	Discuss the finished product. Does it meet the design criteria? Write a simple evaluation identifying likes and dislike.
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Prior Knowledge I remember	Wonderful Words Key Vocabulary				Planned Experiences and Enrichment
	Known Vocabulary		New Vocabulary		
<ul style="list-style-type: none"> What types of foods are healthy/not healthy. To understand where food comes from. How to make careful observations. How to design and verbally evaluate a product. How important it is to wash my hands particularly when handling food. How to select and use appropriate foods, processes and tools in my work. 	Taste	Sweet	Healthy	Sugar	Design and make project: soup
	Sour	Salty	Salt	Chop	
	Heat	Melt	Slice	Peel	
	Cool	Hygiene	Germ		

