

# Lyppard Grange DT Knowledge organiser

Year 2

Food – preparing fruit and vegetables

Design, make and evaluate a \_\_\_\_\_ (product) for \_\_\_\_\_ (user) for \_\_\_\_\_ (purpose) – (to be completed by year group)

Examples of possible design and make tasks- **fruit salad/ fruit yoghurt/ fruit smoothies/ fruit kebabs/ fruit jelly/ vegetable salads**



Peeling



Cutting



Slicing

## Vocabulary

Diet, fruit, vegetables, chopping board, grater, measuring jug, peeler, recipe, sieve, weigh



Grating



Squeezing

**Year 2 objective- *Preparing fruit and vegetables***

**Key knowledge**

- To know how to prepare food safely and hygienically
- To know which equipment to use to prepare food (e.g. colander, sieve, peeler)
- To know how to wash, peel, slice and grate fruit and vegetables
- To know the food groups that healthy foods belong to

**Key skills**

- To use equipment to peel, slice and grate safely
- To plan and prepare a nutritional meal/ snack
- Design a product e.g. a smoothie, based on a simple design criteria
- Taste and evaluate a range of fruit and vegetables
- To evaluate their dishes and that of others and discuss how they could be improved

## **IEAs-**

- Children examine a range of fruit/vegetables. Use questions to develop children's understanding e.g. What is this called? Who has eaten this fruit/vegetable before? Where is it grown? When can it be harvested? What are its taste, smell, texture and appearance? What will it look like if we peel it or cut it in half? What are the different parts called?
- Provide opportunities for children to handle, smell and taste fruit and vegetables in order to describe them through talking and drawing. e.g. What words can we use to describe the shape, colour, feel, taste?
- Evaluate existing products to determine what the children like best; provide opportunities for the children to investigate preferences of their intended users/suitability for intended purposes e.g. What do you prefer and why? What might we want to include in our product to meet our user's preferences? Which fruit/vegetables might be the best for our product to match the occasion/purpose?

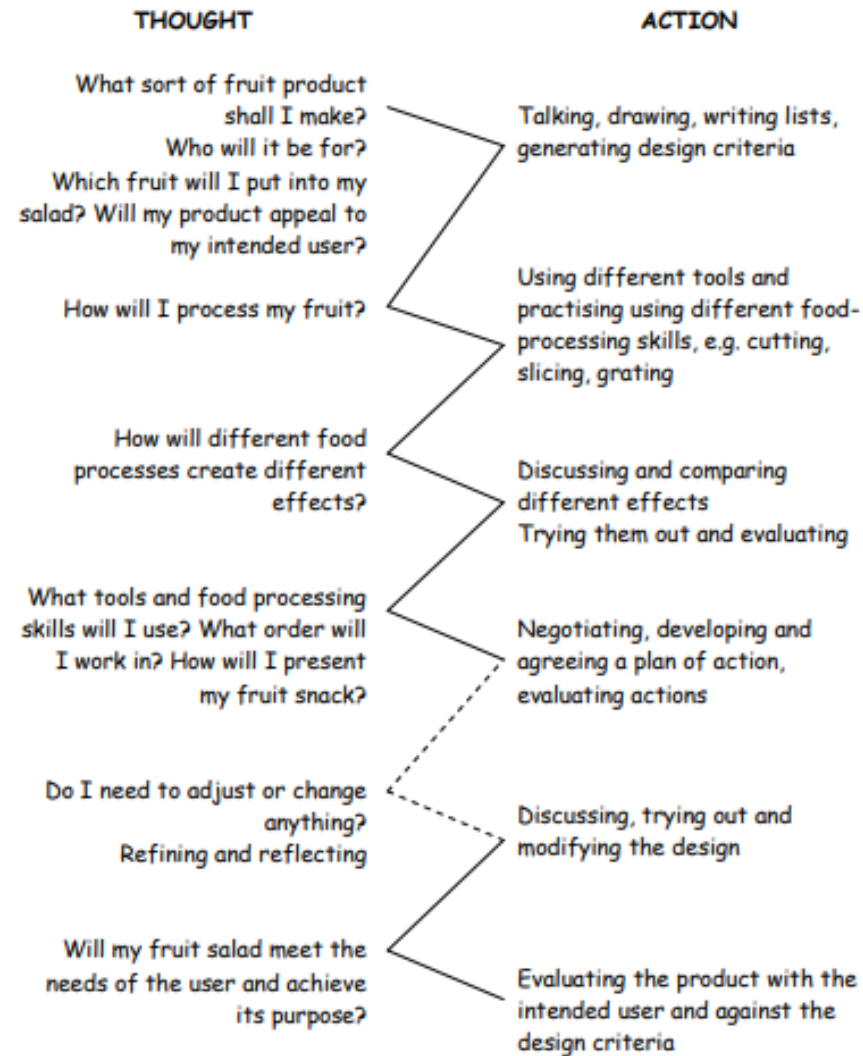
## **Focused Tasks (FTs)**

- Discuss basic food hygiene practices when handling food including the importance of following instructions to control risk e.g. What should we do before we work with food? Why is following instructions important?
- Demonstrate how to use simple utensils and provide opportunities for the children to practise food processing skills such as washing, grating, peeling, slicing, squeezing e.g. Do we eat the whole fruit? Why or why not? Which parts do we eat? What might we have to do before eating this? Why do we cut, grate, peel and slice in this way? Discuss different effects achieved by different processes.
- Discuss healthy eating advice, including eating more fruit and vegetables; using The eatwell plate model talk about the importance of fruit and vegetables in our balanced diet e.g. Why is it good to eat fruit and vegetables? How many pieces of fruit/vegetables do you eat per day? Why is it important to wash fruit/vegetables before we eat them?

## **Design, Make and Evaluate Assignment (DMEA)**

- Set a context for designing and making which is authentic and meaningful e.g. a teddy bears picnic/
- Discuss with the children the possible products that they might want to design, make and evaluate and who the products will be for. Agree on design criteria that can be used to guide the development and evaluation of children's products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product?
- Use talk and drawings when planning for a product; ask the children to develop, model and communicate their ideas e.g. What will you need? What fruit/vegetable will you need? How much will you need? How will you present the product?
- Talk to the children about the main stages in making, considering appropriate utensils and food processes they learnt about through IEAs and FTs.
- Evaluate as the children work through the project and the final products against the intended purpose and with the intended user, drawing on the design criteria previously agreed.

An iterative process is the relationship between a pupil's ideas and how they are communicated and clarified through activity. This is an example of how the iterative design and make process *might* be experienced by an individual pupil during this project:



## Safe cutting techniques-

The claw



The bridge



fork secure



### Top Tips-

- Serrated knives with round edges are best
- Foods for chopping/slicing could be cut in half lengthways to provide a flat base and held still with, for example, a fork so that children cut safely
- Carrots can provide a relatively cheap food for examining the effects of using different equipment such as grating, slicing into thin rings, slicing into sticks.

### Health and safety-

Pupils should be taught to work safely and hygienically, using tools, equipment, techniques and ingredients appropriate to the task. Prior to undertaking this project risk assessments should be carried out, including identifying whether there are children who are not permitted to taste or handle any food ingredients or products. Seek parental consent.

***This builds on:*** Year 1 objective- *Selecting and preparing raw ingredients*

**Key knowledge**

- To know that I have to wash my hands and keep work surfaces clean when preparing foods.
- To know that everyone should eat at least 5 portions of fruit and vegetables a day
- To know that fruit or vegetables can be farmed or grown at home
- A vegetable is a plant used for food

**Key skills**

- To use knives to cut/slice food (with help)
- Use equipment to peel, grate, juice foods safely
- Design a product e.g. a sandwich, based on a simple design criteria
- Taste and evaluate a range of fruit and vegetables
- Select from a range of fruit and vegetables according to their characteristics e.g. colour, taste, texture
- Evaluate my product against the design criteria

***Year 2 objective- Preparing fruit and vegetables***

**Key knowledge**

- To know how to prepare food safely and hygienically
- To know which equipment to use to prepare food (e.g. colander, sieve, peeler)
- To know how to wash, peel, slice and grate fruit and vegetables
- To know the food groups that healthy foods belong to

**Key skills**

- To use equipment to peel, slice and grate safely
- To plan and prepare a nutritional meal/ snack
- Design a product e.g. a smoothie, based on a simple design criteria
- Taste and evaluate a range of fruit and vegetables
- To evaluate their dishes and that of others and discuss how they could be improved

***Leading on to- Year 3 objective- Healthy and varied diet (including cooking and nutrition requirements for ks2)***

**Key knowledge**

- Know how to use a range of techniques to prepare ingredients e.g. peeling, chopping, grating, slicing, mixing, spreading, kneading and baking
- The foods appearance is how it looks to the eye
- That to be active and healthy food needs to provide energy for the body

**Key skills**

- Generate ideas through discussion to develop a design criteria for an appealing product for a particular user and purpose.
- Use annotated sketches to develop ideas
- Plan the stages of a recipe, listing ingredients, utensils and equipment
- To select ingredients for my product
- Carry out evaluations of ingredients and products, recording evaluations in tables and graphs
- To work in a safe and hygienic way
- To measure out my ingredients using scales
- My food product is presented to impress the user
- Evaluate the product against the design criteria

