

1. Year Group
Year
2

2. Aspect of D&T
Food

Focus
Preparing fruit & vegetables: mix of hot and cold dishes for class banquet.

4. What could children design, make and evaluate?
Fruit and vegetable based dishes either from countries studied in Around the World geography unit or loosely based on the culture e.g. BBQ items (Aus / Arg)

5. Intended users
Themselves (although the recipes they work on could be sent home for families to try out)

6. Purpose of products
Class banquet to celebrate completing Year 2 and to enjoy foods from different cultures.

16. Possible resources
range of fresh fruit and vegetables
chopping boards, knives, peelers, graters, skewers, juicers, spoons, jugs, plates, bowls, aprons, plastic table covers, hand washing and washing-up facilities
yogurt making machine or blender, if appropriate
RECIPES
Veg Stir Fry, Sweetcorn & noodle soup, veg tagine, falafel, pancakes, tortilla
(+ Others selected by teachers)

17. Key vocabulary
fruit and vegetable names, names of equipment and utensils
sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard
flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria

7. Links to topics and themes
Healthy Eating Festivals and Celebrations
Food and Farming Culture Geography

8. Possible contexts
home school gardens playgrounds
local community culture industry
other – specify

9. Project title - Around the World in 80 dishes
Design, make and evaluate a range of fruit or vegetable based dishes from different cuisines around the world for the whole class to enjoy as part of a class cultural banquet.

3. Key learning in design and technology

Prior learning

- Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell.
- Experience of cutting soft fruit and vegetables using appropriate utensils.

Designing

- Design appealing products for a particular user based on simple design criteria.
- Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.
- Communicate these ideas through talk and drawings.

Making

- Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.
- Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.

Evaluating

- Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.
- Evaluate ideas and finished products against design criteria, including intended user and purpose.

Technical knowledge and understanding

- Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.
- Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of *The eatwell plate*.
- Know and use technical and sensory vocabulary relevant to the project.

10. Investigative and Evaluative Activities (IEAs)

- Building on work from Year 1, children examine a wider 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? Is it locally grown? Is it from Britain?* Discuss food miles & seasonality – Ask *why is it best to always buy local produce and be aware of seasonality?*
- 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? Who has tried these before?* Ask children to discuss likes and dislikes, giving reasons why.
- Spend time looking at a range of dishes from around the world (see recipe pack on StaffShare). With the children evaluate these dishes to determine which they have tried, which they like best, which they are nervous about and why.
- * Explain that over the course of the unit the children will be provided with opportunities to create some of these dishes to investigate which we would like to use for the class banquet.
- * Look at Eatwell Plate (see web resources) – Discuss importance of all the elements and look at portion size. Introduce the terms local produce, seasonality. Explore these and discuss importance in terms of reducing food miles (link to climate work Icy Lands) but also in supporting local and British growers.

11. Related learning in other subjects

- **Science** – understand that plants have leaves, stems, roots, flowers and fruits; understand the importance of growing plants and how seasons affect growth.
- **Spoken language** – children develop and use a sensory vocabulary.
- **Writing** – develop descriptive writing based on first-hand experience of tasting what they produce
- **Mathematics** – carry out a simple survey to find out which are the favourite dishes; construct and interpret information in e.g. pictograms and bar graphs.

12. Focused Tasks (FTs) – Practical experience of cooking (See Recipe Pack)

- Remind children of 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?*
- * Introduce the terms & techniques of baking, roasting, boiling, frying or stir-frying and demonstrate these techniques over the weeks – reiterating safety at every point.
- * Work in small groups with careful adult guidance to create a variety of the recipes from around the world.

13. Related learning in other subjects

- **Spoken language** – ask questions to check understanding; use the correct terminology for equipment and food processes.
- **Writing** – instructions on how to use one of the utensils; how to prepare e.g. a fruit for eating.
- **Science** – talk about a balanced diet, different types of food and hygiene.

14. Design, Make and Evaluate Assignment (DMEA)

- Throughout the unit children will evaluate how well they made the dishes but also how they enjoyed them, whether they are suitable for the banquet and how they would adapt them if necessary.
- Discuss with the children the menu that they might want to design, make and evaluate and remind them they are catering for the class for a celebration of different cultures. Agree on design criteria that can be used to guide the development and evaluation of children's products e.g. *Are the dishes based on seasonal ingredients? Is there a mix of sweet and savoury? Are there dishes that can be snacks, main meals, and desserts? Is there a mix of dishes from different countries?*
- Use talk and drawings when planning for their banquet menu; 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 dishes?*
- Talk to the children about the main stages in making, considering appropriate utensils and food processes they learnt about through IEAs and FTs. *How long will the dishes take? What equipment is needed?*
- Evaluate as the children work through the project and the final products against the intended purpose and drawing on the design criteria previously agreed.
- * Design, make and evaluate a range of savoury and sweet dishes using fruit and vegetables.

15. Related learning in other subjects

- **Spoken language** – ask questions to develop and check understanding, develop technical and sensory vocabulary and build knowledge.
- **Art and design** – use and develop drawing skills.
- **Writing** – children write a simple account about how they designed and made their menu.
- **Computing** – use digital photographs to help order the main stages of making and support children's writing.

18. Key competencies
problem solving teamwork negotiation
consumer awareness organisation motivation
persuasion leadership perseverance
other – specify

19. 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.

20. Web resources for teachers
The Eatwell Plate
<https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/>
Food Miles Explained
<https://www.youtube.com/watch?v=b7rn5hH5XN8>
Local and seasonal explained
<https://www.thefoodteacher.co.uk/teaching-children-seasonality/>
Top 10 Argentinian Dishes
<https://www.bbcgoodfood.com/howto/guide/top-10-foods-try-argentina>
Traditional Russian Dishes
<https://www.expatica.com/ru/about/cuisine/top-10-russian-foods-and-recipes-108678/>
Recipe for Anzac (Australian) Biscuits
<https://www.bbcgoodfood.com/recipes/anzac-biscuits>
Introduction to Somali food
<https://www.thespruceeats.com/introduction-to-food-from-somalia-39498>