

# Year 2 – Healthy Wraps

## National curriculum:

### DESIGN

Design purposeful, functional, appealing products for themselves and others based on design criteria.

Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and where appropriate, ICT.

### MAKE

Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing.

Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics.

### EVALUATE

Explore and evaluate a range of existing products

Evaluate their ideas and products against design criteria.

## Vocabulary:

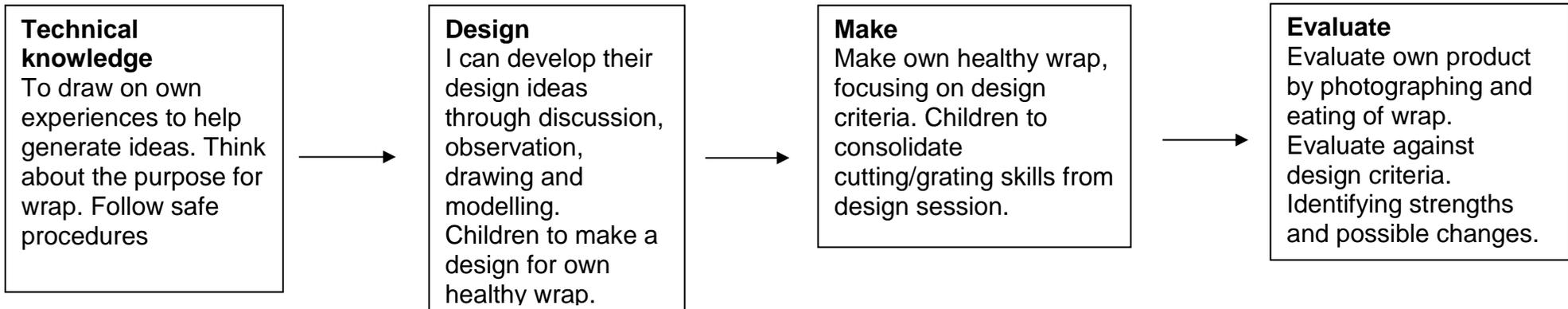
Healthy, attractive, colourful, food groups, vegetables, fillings, materials, equipment.

Ideas, techniques, hygienic, personal hygiene.

Design criteria, assemble, finishing.

Strengths, evaluating, safety.

## Snapshot overview



# Year 2 – Healthy Wraps

## DT Medium Term Planning

Year Group: 2

Term:

Topic: DT

	Learning Objective	Input (including key questions and vocabulary)
Technical Knowledge	I can explore, name and describe the wraps and texture of different fillings.	<p>What is healthy?            Discuss food groups; what food groups should we eat most of?            Discuss a healthy diet and being nutritious.            Discuss where fruit and vegetables come from.</p> <p>Children to have opportunity to touch and describe the wraps before they have been cut as well as tasting pieces of the wrap. Children compare and contrast the different wraps.            What does it look like? Is it like anything you tried before? How is the.... Salad wrap different from.... Ham and cheese?</p> <p>As adult is salad, encourage children to talk about how you are doing this safely. Give the children the opportunity to cut and prep the salad. Discuss size of pieces for a salad.</p> <p>How does it taste? How does it feel in your mouth?            What do they like/dislike? Why?</p> <p>Discuss health and safety and the importance of washing hands.</p>

## Year 2 – Healthy Wraps

Design	I can design my own healthy wrap.	<p>Discuss with children what a 'good' wrap is. What would we want to? What does it have to look like? (Discuss that it needs to look edible and appealing as well as taste good).</p> <p>Discuss with chn</p> <p>List what tools they might need to make a healthy wrap, which salad would look best next to each other, will it taste well.</p> <p>Outline what combinations could they have? What ingredients will the children have? Which way will they cut the salad? Show chn salad sliced in different ways.</p> <p>Name what shapes could chn cut the salad into?</p> <p>Some are soft, some are hard – e.g it might be easier to grate?</p> <p>Chn could use graters, blunt knives to cut salad to size and shape required.</p> <p>Create a class list of design criteria.</p> <p>Children to design their own healthy wrap.</p>
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## Year 2 – Healthy Wraps

Make	<p>I can make my healthy wrap based on my design criteria.</p>	<p>Discuss food hygiene and safety.          How to use tools, knives cutters appropriately - children explain the effects of poor/effective safety.          Show children cutting, chopping, and peeling methods discussing safety and how to do this as safe as possible.</p> <p>Children to make their healthy wraps following their design.</p>
Evaluate	<p>I can evaluate my healthy wrap.</p>	<p>Before children eat their wrap, children to say one thing they like about the look or what they have used for the healthy wraps (not the taste). Children to write this on a post it to add to a photograph.          Children to stick photograph and post it note onto evaluation sheet.</p> <p>Children to eat their wraps and say something they really liked about it to a partner/table group. Children to say what they would do differently next time (would they want to change the way it looks, the way it tastes, a different veg/main filling).          Differentiated evaluation sheets for children to stick photograph and recording</p>

It is expected that this learning will take approx. 4 sessions, 1 day for the whole plan.

### **Impact:**

All children will have experimented with designing own wraps.

All children will be able to evaluate their products as they develop, identifying strengths and possible changes.

All children will be able to follow safe procedures for food safety and hygiene.