

# Hartford Primary School

YEAR GROUP	Year 2	SUBJECT	Design and Technology	TERM	Autumn
<b>Prior Learning (What should they already know)</b>	<ul style="list-style-type: none"> <li>EYFS: Where food comes from. Healthy eating.</li> <li>Year 1: Food Preparing fruit and vegetables (including cooking and nutrition requirements for KS1)</li> <li>Continuation of where food comes from, healthy eating and the eatwell plate.</li> </ul>				
<b>Key themes and threads</b>	<ul style="list-style-type: none"> <li>Food Technology</li> </ul>				
<b>RETRIEVAL VOCABULARY</b>	appearance, smell, fresh, hygienic, edible, eatwell plate, grown caught, frozen, tinned, harvested healthy/varied diet <b>planning, design criteria, purpose, user,</b> evaluations, bridge and claw technique, grating, chopping, slicing,	NEW VOCABULARY	mixing, kneading, rising, baking, plaiting		

	Essential Learning for this lesson	Suggested teaching tasks/approaches	New Knowledge – What I’m leaving the lesson with
<b>LESSON 1</b>	<b>Research and evaluate existing products and design criteria</b> I can talk about what a variety of breads taste like. I can identify possible purposes and audiences for different bread.	<ul style="list-style-type: none"> <li>Provide opportunities for children to explore a variety of breads and how they are made.</li> <li>Children taste and rate. Discuss who might appreciate the different breads and discuss their purposes.</li> </ul>	I know that bread can come in a variety of shapes and flavours. I know that bread can appeal to different audiences.
<b>LESSON 2</b>	<b>Focused practical tasks</b> I can manipulate dough into different shapes.	<ul style="list-style-type: none"> <li>Salt dough shapes.</li> <li>Children experiment creating different festive shapes out of salt dough</li> </ul>	I know that dough can be moulded and hold its shape. I know how to use plaiting techniques to shape dough
<b>LESSON 3</b>	<b>Focused practical tasks</b> I can make simple drawings of breads and annotate them.	<ul style="list-style-type: none"> <li>Explore a famous chef of your choice (e.g. Jamie Oliver or Paul Hollywood) and research different flavours and shapes of bread they have created.</li> <li>Children draw and annotate different examples of different flavoured / shaped loaves.</li> </ul>	I know a famous baker who bakes for their profession I know of some ingredients that can be used to flavour bread I know that innovative designs are important to appeal to specific audiences.

<b>LESSON 4</b>	<b>Design and elaborate design brief (personalise their own)</b>  I can personalise a design brief for a specific purpose and user.	<ul style="list-style-type: none"> <li>Discuss different ways different groups of people celebrate Christmas e.g. children's party, family staying, staff party. Children use prior knowledge to create their own design for a loaf a bread for a specific purpose (Christmas) and specific user.</li> <li>Explore different flavours (e.g. cinnamon, orange and cranberry, ginger, cheese, sundried tomatoes) and shapes (e.g. wreath, tree, plait etc.).</li> <li>Collectively come up with design criteria for a festive loaf of bread.</li> <li>Children draw and annotate plans.</li> </ul>	I know what a design criteria for a loaf of bread needs. I know how to choose specific ingredients to fit my design brief. I know how to organise a list of ingredients that I will need. I know how to design a loaf of bread for a specific purpose and user.
<b>LESSON 5</b>	<b>Make</b> I can make bread for a specific purpose and user.	<ul style="list-style-type: none"> <li>Children follow their designs to make their festive loaves.</li> </ul>	I know how to follow my design and alter if necessary. I know how to prepare ingredients safely and purposefully. I know how to use presentation skills to make a food product look appealing. I know how to follow a process step by step, making changes if necessary.
<b>LESSON 6</b>	<b>Evaluate</b> I can evaluate my product against my design criteria I can explain why or why not my bread is suited to its purpose and user	<ul style="list-style-type: none"> <li>Children carry out their evaluations of their bread.</li> </ul>	I know how my bread met its design criteria. I know how to explain why my festive loaf was suited to its purpose and audience. I know how I could improve my product to make it better.

Helpful resources to reference	CURRICULUM_DT_MTP_AUTUMN
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