



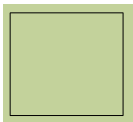


Caroline Haslett Primary School - DT

Topic: Cooking and nutrition

Year 2 - Spring term

Pizzas

Knowledge	Vocabulary
<ul style="list-style-type: none"> • Know the five different food groups and understand the need for a balanced, healthy diet. • Recognise that all food comes from animals and plants. • The predecessor to pizza was a Roman flatbread with different toppings. Modern pizza developed in Naples, when tomato was added in the late 18th century. • There are many different types of pizzas with various toppings. • Passata is a typical base for pizza. • Cheese is sprinkled across the top. 	<ul style="list-style-type: none"> • Balanced diet-eating a variety of foods to provide the body with nutrition. • Healthy-promoting good health. • Food groups-categories of food. • Predecessor-a thing that has been replaced by another. • Grate-reduce food to shreds using a grater. • Chop-cut something into pieces. • Measure-find an amount of something. • Assemble-put items together. • Passata-a thick paste made from tomatoes. • Appearance-the look of something.
Design, make, evaluate <ol style="list-style-type: none"> 1. Look at and name the five food groups. Understand the quantities recommended from each group. Identify where food comes from. 2. Use previous experiences and look at existing products. Compare types of pizzas; data could be collected on which type is most popular. 3. Design a pizza topping for your family. It must have at least one additional ingredient to a basic margherita. 4. Prepare and cook their pizza. 5. Evaluate product. 	
Skills <p>* Select appropriate cooking techniques.</p> <div> <div> <p>chop</p>  </div> <div> <p>grate</p>  </div> <div> <p>slice</p>  </div> </div> <p>* Weigh using electronic scales.</p>  <p>* Assemble ingredients to look appetising.</p>  <p>* Cook in an oven safely (use of oven gloves for protection).</p>	

Skills	
Design	<p>Have their own ideas and plan what to do next.</p> <p>Explain what they want to do and describe how they may do it.</p> <p>Explain purpose of product and how it will be suitable for the user.</p> <p>Describe design using pictures, words and diagrams.</p> <p>Design products for themselves and others following design criteria.</p> <p>Choose the best tools and materials, and explain choices.</p> <p>Use knowledge of existing products to produce ideas.</p>
Make	<p>Explain what they are making and why it fits the purpose.</p> <p>Make suggestions as to what they need to do next.</p> <p>Describe which tools they are using and why.</p> <p>Choose suitable materials and explain choices depending on characteristics.</p> <p>Use finishing techniques to make the product look good.</p> <p>Work safely and hygienically.</p>
Evaluate	<p>Describe what went well, thinking about design criteria.</p> <p>Talk about existing products considering: ingredients and audience; express personal opinion.</p> <p>Evaluate how good existing products are.</p> <p>Talk about what they would do differently if they were to do it again and why.</p>
Cooking and Nutrition	<p>[Pizza]</p> <p>Explain hygiene and keep a hygienic kitchen.</p> <p>Describe properties of ingredients and importance of varied diet.</p> <p>Say where food comes from (animal, underground etc.).</p> <p>Describe 'five a day'.</p> <p>Cut, chop, grate and slice with increasing confidence.</p> <p>Weigh using electronic scales.</p>