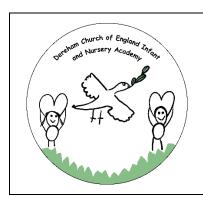
Dereham Church of England Infant and Nursery Academy-DT

Summer 2





Year group: Year 2

Area/topic: Food and Nutrition

(objectives from NC/ELG/Development matters)

- > use the basic principles of a healthy and varied diet to prepare dishes
 - understand where food comes from.

Prior learning	Future learning
Children have been taught about a balanced diet and where food comes	Children must apply their knowledge of safe and clean food preparation.
from.	

What pupils need to know or do to be secure			
Key knowledge and skills		Possible evidence	
Children should work independently or as groups to design a recipe for a pirate punch. They must think		Children to make, write out the recipe and	
about how much they would like to make. What they will need to order and how they would like it to taste.		develop ideas for a pirate punch.	
		They should think about quantities that	
They must think about how they are going to keep their punch cool so that it can be had during a hot day.		they might need to of specific fruits and	
Key vocabulary		juices.	
Squeezing, Juicing, Cutting, Hygiene, Steps to take, Safety, Knife, Pouring, Measuring			
Common misconceptions	Books linking to this area		
Children may think they are making lots of drinks just for one person.	More Peas Please		
	Kitchen Disco		
Memorable first hand experiences	Opportunities for communication		
Children will make design and create their own fruit punch.	Children should discuss how they should stay safe whilst using tools		
Children will sample their own fruit punch and comment on its taste.	and utensils to prepare fruit punches.		

Dereham Church of England Infant and Nursery Academy

Reasonable adjustments for pupils with $\ensuremath{\mathsf{SEND}}$

Communication and Interaction	Cognition and Learning	
Visual aids	Repetition of skills	
Modelling - through the use of visualiser or 1:1	Photo examples	
Simple instructions	Check understanding regularly	
Use of WAGOLL	Artist work on the table, stuck into their books, stuck onto learning boards	
Pre-teaching vocabulary	Verbal responses being scribed by adults	
Coloured paper	Large scale if fine motor is a barrier	
Social, Emotional and Mental health	Sensory and Physical	
Allow access to a quiet area Give them a special role to boost their self-esteem Seat pupil with more confident friend - talking partners Now and next board Sand timer Step by step guides with visuals/pictures/photos	Churky crayons/paintbrushes A range of tools/scissors Gloves for sensory issues Explore new materials Carpet space position Reduce background noise Mixing and painting with body parts	