

	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 from.	Children must apply their knowledge of safe and clean food preparation.

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<ul style="list-style-type: none"> <li>➤ Children should work independently or as groups to design a recipe for a pirate punch.</li> <li>➤ Children must follow a specific design brief.</li> <li>➤ They must think about how much they would like to make. What they will need to order and how they would like it to taste.</li> <li>➤ Children will be able to verbally explain or record what they will need to create their product.</li> <li>➤ They must think about how they are going to keep their punch cool so that it can be had during a hot day.</li> <li>➤ Children should design an appealing product- including packaging, for the consumer.</li> </ul>	Children to make, write out the recipe and develop ideas for a pirate punch. They should think about quantities that they might need to of specific fruits and juices.
Key vocabulary	
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 Handas Surprise Kitchen Disco
Memorable first hand experiences	Opportunities for communication

Children will make design and create their own fruit punch.  
Children will sample their own fruit punch and comment on its taste.

Children should discuss how they should stay safe whilst using tools and utensils to prepare fruit punches.

## Dereham Church of England Infant and Nursery Academy

### Reasonable adjustments for pupils with SEND

Communication and Interaction	Cognition and Learning
Visual aids Modelling - through the use of visualiser or I:I Simple instructions Use of WAGOLL Pre-teaching vocabulary Coloured paper	Repetition of skills Photo examples Check understanding regularly Verbal responses being scribed by adults 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	Chunky pencils A range of tools/scissors Gloves for sensory issues Explore new materials Carpet space position Reduce background noise