


Dereham Church Infant and Nursery School- DT

	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
Children should work independently or as groups to design a recipe for a pirate punch. 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. They must think about how they are going to keep their punch cool so that it can be had during a hot day.	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 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.

DCINS Reasonable adjustments for pupils with SEND

Communication and Interaction	Cognition and Learning
Visual aids Modelling – through the use of visualiser or 1:1 Simple instructions Use of WAGOLL Pre-teaching vocabulary Coloured paper	Repetition of skills Photo examples Check understanding regularly Artist work on the table, stuck into their books, stuck onto learning boards Verbal responses being scribed by adults Large scale if fine motor is a barrier

Social, Emotional and Mental health

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

Sensory and Physical

Chunky 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