

	<p>Year group: Year 2</p>	<p>Area/topic: Food and Nutrition</p>
<p>(objectives from NC /ELG /Development matters)</p> <ul style="list-style-type: none"> <li>➤ use the basic principles of a healthy and varied diet to prepare dishes             <ul style="list-style-type: none"> <li>• understand where food comes from.</li> </ul> </li> </ul>		

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

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

Dereham Church of England Infant and Nursery Academy

Reasonable adjustments for pupils with SEND

<p>Communication and Interaction</p> <p>Visual aids Modelling - through the use of visualiser or 1:1 Simple instructions Use of WAGOLL Pre-teaching vocabulary Coloured paper</p>	<p>Cognition and Learning</p> <p>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</p>
<p>Social, Emotional and Mental health</p> <p>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</p>	<p>Sensory and Physical</p> <p>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</p>