<table>
<tr><td>Subject: Technology</td><td>Year group: Year 2</td><td>Topic: Cooking and Nutrition</td><td rowspan="2">Initiation & activation activities:</td></tr>
<tr><td colspan="2">Prior knowledge required: Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</td><td>Vocabulary:</td></tr>
<tr><td>Programme of Study Years 1 and 2</td><td>Implementation:</td><td>Impact –lesson sequence:</td><td>Evaluations and assessments:</td></tr>
<tr><td>When designing and making, pupils should be taught to:
Design
• design purposeful, functional, appealing products for themselves and other users based on design criteria
• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
Make
• select from and use a range of tools and equipment to perform practical tasks, (or example, cutting, shaping, joining and finishing)
• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
Evaluate
• explore and evaluate a range of existing products
• evaluate their ideas and</td><td>Cooking and nutrition
• Can they describe the properties of the ingredients they are using?
• Can they explain what it means to be hygienic?
• Are they hygienic in the kitchen?
Developing, planning and communicating ideas
• Can they think of ideas and plan what to do next?
• Can they choose the best tools and materials? Can they give a reason why these are best?
• Can they describe their design by using pictures, diagrams, models and words?
Working with tools, equipment, materials and components to make quality products
• Can they join things (materials/ components) together in different ways?
Evaluating processes and products
• Can they explain what went well with their work?
• If they did it again, can they explain what they would improve?</td><td></td><td></td></tr>
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products against design criteria Technical knowledge • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms, (for example levers, sliders, wheels and axles), in their products. Food technology • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from.			

Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluating processes and products