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| **Lesson 4** | Key question:  |
| **Building on from Year 1:**  | Children learn to identify fruits and vegetables and then design and make a smoothie |
|  **Key DT focus*–*** *Skills developed with guidance* | * I can remember how to prepare food safely
* I can make a healthy wrap

I know how to review my design |
| **Teaching Objectives** | * **L.O. To make and evaluate my healthy wrap**
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| **Key Vocabulary**: Balanced diet, Balance, Carbohydrate, Dairy, Fruit ,Ingredients, Oil, Sugar, Protein, Vegetable ,Design Criteria |
| **Resources*** *Teacher video:* *Designing and making a wrap*
* *Pupil video: Making and evaluating*
* *Presentation: School lunches letter*
* [Design brief](https://www.kapowprimary.com/glossary/design-brief/) from Lesson 2
* Instructions  on food hygiene
* A knife and [ingredients](https://www.kapowprimary.com/glossary/ingredients-3/) to demonstrate safe cutting techniques
* Knives suitable for the children & chopping boards
* Tin foil – a piece sufficient for each child

*Wrap review* sheet– one per pupil | **Locality context barriers to learning**Low income families prone to eating cheaper less healthy options for foods. Some parents not aware of food traffic light labels and therefore not discussing that with their children. | **Weblinks**[*https://www.youtube.com/watch?v=5dR22hbln6w*](https://www.youtube.com/watch?v=5dR22hbln6w) |
| **Protective Characteristics**Could explain that every person (girl, boy, old, young) needs a healthy and balanced diet to maintain their health. It is important to eat fruits and vegetables for their whole lives. |
| **Before the session:** Print resources **Retrieval task:** What can we remember about theinstructions that were made at the end of the last lesson, relating to:* Food hygiene (washing counters, tools and hands)
* How to [slice](https://www.kapowprimary.com/glossary/slice/) safely ([bridge](https://www.kapowprimary.com/glossary/bridge/) grip) and how to roll your wrap.

**Key questions*** What do we need to do before we start preparing food?
* How do we chop safely?
* How do we ensure that we are hygienic in the kitchen?
* What do we do if we drop food?

**Oracy Starter:** <https://www.youtube.com/watch?v=5dR22hbln6w>**Main teaching:***Play pupil video for Making and evaluating, as an example of today’s lesson.**Note:* which you might like to keep running in the background during the Main event so the children can refer to it while you are circulating. |
| SEN | **PKF** | WTS | EXS | GDS |
| Working with an adult to chop and make their wraps | Give each child their final [design](https://www.kapowprimary.com/glossary/design/) that they made in Lesson 3 Children should work in table groups to prepare their [ingredients](https://www.kapowprimary.com/glossary/ingredients-3/) for use. You may want to group children that are using similar/the same ingredients on the same tables.When the ingredients have been cut, Pupils [assemble](https://www.kapowprimary.com/glossary/assemble/) their wraps and roll them.When the children have finished making their wraps, they need to secure them using tin foil to make a skirt. This is modelled in the *Pupil video: Making and evaluating*.Children should clean and tidy their work areas then sit and try their wraps. Lets them take half home to show their parents.Give each child a copy of *Wrap review* and model to the children how to complete review for their wrap.  |
| **Plenary** Explain that as a class we now need to come up with one master [design](https://www.kapowprimary.com/glossary/design/) that includes everything that we have learnt from this project to submit to the government, thinking about:* All the [ingredients](https://www.kapowprimary.com/glossary/ingredients-3/) and wraps they have tasted.

Create a tally show class vote on which is best. |
| **Outcomes*** **Majority will ability to construct a wrap from their plan.**
* **Most Will construct a wrap that meets the** [**design brief**](https://www.kapowprimary.com/glossary/design-brief/) **and their plan.**
* **Some will construct a wrap that meets the** [**design**](https://www.kapowprimary.com/glossary/design/) **brief and their plan, that has been adapted where needed, for example, the size of the** [**ingredients**](https://www.kapowprimary.com/glossary/ingredients-3/) **in the wrap.**
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| **Lesson evaluation notes**  | **Next Steps****Pupils needing extra support:** Will need support preparing [ingredients](https://www.kapowprimary.com/glossary/ingredients-3/) and assembling the wraps. **Pupils working at greater depth:** Will need to consider the amount of their ingredients in the wrap and how that may impact the taste. |