



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
D & T	Perfect Pizzas	2	Summer 1	5 hours
End of Key Stage 1 objectives	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from</p>			
Cooking and Nutrition				
End of unit objectives	<p>I can name a variety of pizza toppings.</p> <ul style="list-style-type: none"> • I can use the model of the balanced plate to evaluate how healthy different pizzas are. • I can explore different types of bread and evaluate which would work best for a pizza base. • I can identify which food group a variety of pizza toppings belong to. 			

	<ul style="list-style-type: none"> • I can sort pizza toppings into groups based on different criteria, e.g. animal vs plant products. • I can explain why each of the food groups is important for a balanced diet. • I can design and make a healthy pizza following given criteria. • I can evaluate my finished pizza, saying what I think and feel about it. 	
Vocabulary	Design	Think, idea, plan, choose, describe,
	Make	Choose, tools, materials,
	Evaluate	consider
	Cooking and Nutrition	Weigh, ingredients, recipes, describe, explain, hygiene, kitchen.

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities	Resources
Function and purpose Lesson 1	1 hour	To find out what the favourite pizzas in the class are.	<p>Show children the image on the slides. What do you think this is?</p> <p>Go through the images of different pizzas. Which is your favourite? Why? Which is your least favourite? Why? Are pizzas healthy? Show children the food group images on slide. Explain that a healthy diet consists of items from each group. Someone with a balanced diet eats the right amount of foods from each food group. Which food groups is our pizza made up of? Go through information on slides. What do you think now, are pizzas healthy? Provide children with worksheets IA, IB, IC and the balanced Plate. Children sort each part of their favourite pizza into the blank balanced plate on worksheet Then answer questions.</p>	PlanBee Slides Worksheet IA/IB/IC/ID/IE Pizza Sheet Balanced Plate

<p>Function and purpose Lesson 2</p>	<p>1 hour</p>	<p>To examine, describe and categorise a variety of bread-based products.</p>	<p>Ask children What is a pizza base made from? Where did the base go on our balanced plate? Encourage the children to think back to the balanced plate in lesson one. Go through the information on slides introducing a variety of breads. Have you tasted any of these breads before? Which is your favourite? Which bread do you think will make the best pizza base? If children are tasting bread, go through information on food hygiene. Provide children with worksheets 2A,2B,2C,2D the name cards and a selection of different breads on their table. Children work their way through the different breads, recording the information on their sheet and writing a descriptive sentence about each bread. Children can then star or circle their favourite bread.</p>	<p>PlanBee Worksheet 2A/2B/2C/2D Name Cards A selection of breads</p>
<p>Function and purpose Lesson 3</p>	<p>1 hour</p>	<p>To examine, describe and categorise a variety of pizza toppings.</p>	<p>Ask the children to name different pizza toppings. Ask them which pizza topping is their favourite? Go through the slides showing some different pizza toppings. Can they name the topping? Show children the slides with the picture of each of the five food groups. Which food group is this? Where does the food come from? Why should you eat foods from each food group? If children will be tasting toppings, go through the information on food hygiene. Provide children with worksheets 3A,3B,3C,3D,3E and Topping Cards B. Children sort the toppings into groups based on if they come from a plant or an animal. Then answer questions.</p>	<p>PlanBee slides Worksheet 3A/3B/3C/3D/3E Topping Card A/B/C</p>
<p>Design Lesson 4</p>	<p>1 hour</p>	<p>To design a balanced healthy pizza.</p>	<p>Ask the children why they think eating a balanced diet is important? Go through the information on the slides to recap the importance of eating healthily. Explain to the children that they are now going to design their own healthy pizza. Go through the criteria on the slides: the pizzas must have a base, they must contain vegetables; they must be healthy; they must be colourful; they must be tasty; they should have items from</p>	<p>PlanBee slides Worksheet 4A/4B/4C/4D Word Bank A/B</p>

			each food group. How can they make sure that their pizza will be tasty? How can they make sure it will be colourful? How can they make sure it will be healthy? Children to draw their healthy pizzas on worksheets 4A,4B,4C..Then answer questions related to the toppings they have chosen.	
Make and Evaluate Lesson 5	1 hour	To be able to make and evaluate a food product based on a design.	Ask children to look at their designs or instructions for their pizzas from lesson 4 and give them a few minutes to look through them to remind them of what they need to do. Tell children that today they will be following their designs to make their healthy pizzas which means they will need to work safely and hygienically. How many rules can they remember about how to work with food? Children to discuss ideas then remind children of the health and safety rules on the slides. Prepare children for working with food by ensuring that hands have been washed, aprons are on, jewellery is off and long hair is tied back. Children to follow their designs to make their pizza.	PlanBee Slides Designs or instructions from lesson 4 Variety of pizza toppings and bases Aprons, chopping boards, knives, graters, baking trays, oven Plates for finished product Worksheet 5A/5B/5C/5D/5E/5F/5G