

## Knowledge Planner- Food and Farming- Year 2

<p><b>National Curriculum Objectives:</b></p> <ul style="list-style-type: none"> <li>• use the basic principles of a healthy and varied diet to prepare dishes</li> <li>• understand where food comes from</li> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>• select from and use a range of tools and equipment to perform practical tasks</li> <li>• select from and use a wide range of materials and components, including ingredients</li> <li>• explore and evaluate a range of existing products</li> <li>• evaluate their ideas and products against design criteria</li> </ul>	<p><b>Building on from EYFS:</b></p> <p>During the time in our Early Years setting, we have provided children with a range of materials for children to construct with and encouraged them to think about and discuss what they want to make through our continuous provision.</p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul> <p>Children at the expected level of development (at the end of Reception) will: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Vocabulary encountered in Nursery:</b> push, pull, twist, turn, on, off, wind, move, forwards, backwards, up, down, cut, stick, join, glue, sellotape, tape, blu tack, glue stick, paper, craft, making, build, change</p> <p><b>Vocabulary encountered in Reception:</b> how, what, why, where, carefully, rough, smooth, spiky, soft, hard, bumpy, squishy, sticky, construct, materials (wood, metals, paper, glass, plastic), properties, <b>How, what, why, where, carefully, construct, making</b></p> <p><b>During Year 1</b></p> <p>Children had the opportunity to work together to produce chocolate. They decided what they wanted to make, designed the packaging, worked out the cost, quantities etc and made the product to package. This has built on their designing, experimenting and making skills acquired during the Early Years.</p> <p><b>Revisit Year 1 learning:</b></p> <ul style="list-style-type: none"> <li>• Start to suggest ideas and explain what they are going to do.</li> <li>• Begin to develop their ideas through talk and drawings.</li> <li>• Start to evaluate their work by discussing how well it works in relation to the purpose (design criteria).</li> <li>• Start to prepare simple dishes safely and hygienically, without using a heat source.</li> </ul>
<p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>✓ Understand and explain the purpose of a Farmer’s Market .</li> </ul>	<p><b>Developing, planning and communicating ideas</b></p> <ul style="list-style-type: none"> <li>✓ Begin to develop their design ideas through discussion, observation, drawing and modelling.</li> </ul>

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<ul style="list-style-type: none"> <li>✓ Suggest ideas for products that we could make.</li> <li>✓ Plan together what resources, equipment and ingredients are needed to create our own Farmer’s Market.</li> <li>✓ Complete an evaluation of existing products (Food tasting, packaging, posters).</li> <li>✓ Identify what makes posters and packaging appealing and begin to consider the target group for their products.</li> <li>✓ Use what they know about existing products, packaging and posters to create their success criteria.</li> <li>✓ Design their own packaging and posters using the success criteria created.</li> <li>✓ Create their own poster to advertise the Farmer’s Market.</li> <li>✓ Create their own packaging for their product.</li> <li>✓ Follow a simple recipe.</li> </ul> <p>Evaluate the success of the Farmer’s Market.</p>	<ul style="list-style-type: none"> <li>✓ Look at a range of existing products explain what they like and dislike about products and why.</li> <li>✓ Understand that all food comes from plants or animals.</li> </ul> <p><b><u>Working with tools, equipment, materials and components to make quality products</u></b></p> <ul style="list-style-type: none"> <li>✓ Begin to select tools and materials; use correct vocabulary to name and describe them.</li> <li>✓ Demonstrate how to use techniques such as cutting, peeling and grating.</li> <li>✓ Learn to use hand tools safely and appropriately.</li> </ul> <p><b><u>Evaluating processes and products</u></b></p> <ul style="list-style-type: none"> <li>✓ Evaluate their work against their design criteria.</li> <li>✓ Evaluate their work against their design criteria.</li> <li>✓ Start to evaluate their products as they are developed, identifying strengths and possible changes they might make.</li> <li>✓ With confidence talk about their ideas, saying what they like and dislike about them.</li> </ul>
<p><b>Key Places/people</b>  Farmers  Chatsworth  Farm shops  McDonalds</p>	<p><b>Key Vocabulary:</b> Farmer’s market, Packaging, Design, Make, Ingredients, Recipes, Advertisement, Weigh, Cost, Price, Hygiene, Promote, Success, Produce, Evaluate, Appealing, Criteria, Process, Function, Successful, Evaluation</p>
<p><b>Key Knowledge that children should know and remember by the end of the topic:</b>  <b>I know different places where food is sold-</b> farmers market, supermarket  <b>What type of food is sold at a farmers’ market?</b> homegrown food, fresh fruit/veg, products made with the produce such as honey/cheese/cakes  <b>What food is a healthy food? And why?</b>  <b>Can you tell me what would make a good poster?</b> Colourful, informative, simple, eye-catching  <b>Can the children explain the importance of labelling?</b> Consider allergy listings  <b>Y:2</b>  <b>Can you explain what has/or hasn’t made your farmers market a success?</b> What would you change, if anything, if you were to do it again?  <b>Can you name the food groups?</b> Fruit/veg, diary, protein, sugar/fats, carbs.</p>	
<p><b>Cross-curricular links:</b>  Science – Plants Unit                      Maths – weighing and measuring ingredients, Money (revisit)                      Reading – reading instructions and recipes</p>	

<https://www.twinkl.co.uk/go/resource/tgv2-t-15-how-to-make-bread-video>