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| **Year 2 – Crepes** | |
| **Please ensure you check your class medical folder for allergies and dietary requirements.** | |
| **Links made with other subjects** |  |
| **The BIG Question** | How do you make a crepe? |
| **The BIG Outcome** | To make a thin pancake. |
| **DT objectives**  (link to NC) | 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 [for 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 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. |
| **DT strands** | 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 [for 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 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. |
| **Vocabulary/ Glossary** | Cut, chop, mix, wash, slice, spread, shred, slice, place, toast |
| **Knowledge**  (see italics for knowledge to remember)  Numbers used are the LO for the lesson. | The knowledge that children will learn and remember:  *1. Investigate and analyse a range of existing products.*   * What is a crepe? What are they used for? Which country do you think they come from? How are they made? Children to think, pair, share their ideas then go through them as a class. * How many different types of crepe fillings can you think of? Again, children to think, pair, share their ideas * Go through pictures of different crepes. What makes them different? (how they have been folded and fillings) What do they taste like? Do you like to eat crepes? What is the texture like? Discuss questions as a class. * Who are crepes designed for? Who will enjoy these?   2. *Generate, develop, model and communicate their ideas through discussion and annotated sketches*.   * Show children some different crepes. Explain that today they will be designing their own crepe. * Go through the step-by-step photos for how to make a crepe. * How will you make your crepe? Which fruit will you include? Children to discuss their ideas * How can you make your crepe different from your peer? Discuss pattern making. * Explain to the children that today they will be designing their crepe.   What do we need to think about when we are designing a product? Write a list of questions on the board based on the children’s feedback, e.g. What materials and tools will I need? Who am I designing my product for? How will I join the different parts together? etc.   * Provide children with a template of a plate – children to draw their idea of what their crepe will look like. Colour the different parts in and label.   3. *Use a range of tools and equipment to perform practical tasks accurately.*  In this lesson prior to the steps below, you may want to create a crepe to show the end result   * Discuss how we are able to safely and securely cut the salad and cheese before adding it to the crepe. * Discuss and use equipment safely * Wash hands before beginning   4. Select and use tools suitable for the task, explaining their choices, to cut, shape and join paper and card.   * Gather all of the equipment and materials that they will need.   5. Use simple finishing techniques suitable for the product they are creating.  *6. Know and explain how to create a crepe* (children to think and talk through how their product is used and what holds it together.)   * Ask children to take out the designs for their crepe. Give children a few minutes to look through their plan to remind themselves of what they need to do. * Explain that today they will be following their designs to make their crepe. What is the first thing you are going to do when you get to your tables? Children to think, pair, share their ideas. * Show the children step by step how they will prepare, cut and place their ingredients together. * Write notes for children’s responses: What will you do if you have a problem while you are making your crepe? How can you make sure you stay safe while you are making your product? How can you make sure your product ends up looking like your design?   7. *Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets the design criteria.*   * Evaluate your design. What does this mean? Why is it important that we do this? Think, pair, then share your ideas. * Tell children that today they will be evaluating their finished product. What does it mean to evaluate something and why is this important? Children to think, pair, share their ideas. * Ask children to get into partners and discuss: What did you most enjoy about making your crepe? What did you find most difficult about making your crepe? What would you do differently if you were going to make it again?   8. Children should write a set of instructions in their topic book to answer the BIG question.  SEND children: record children verbally explaining how to make a club sandwich. |
| **SEND expectations**  Adult support where possible.  Success to be determined by outcome. | SEND pupils will complete the lesson plan as above. Where required, adult support should be provided. |
| **Resources** | * See recipe sheet * Eggs * Milk * Flour * Bowl * Mixing spoon * Oil * Fruit * Sauce * Pan * Use of the staffroom cooker/portable cooker * Measuring cups * Spatula |