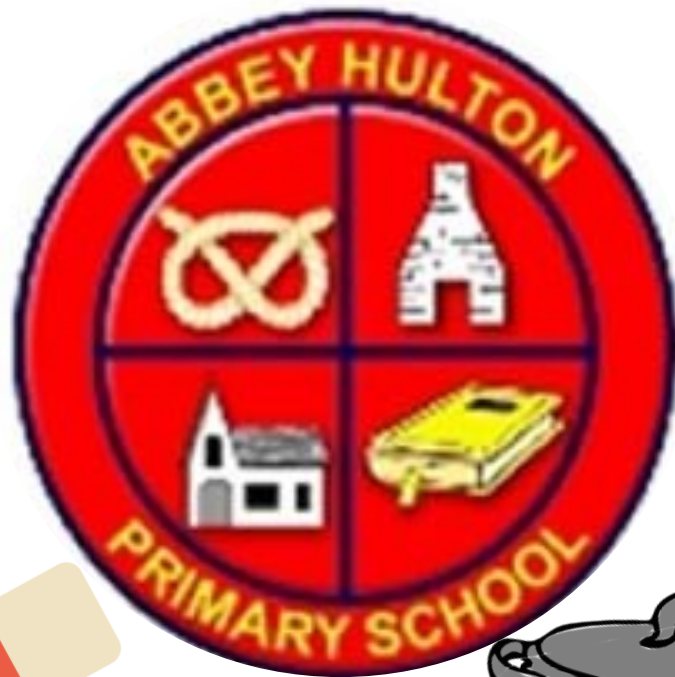


DESIGN & TECHNOLOGY



Teacher Tool Book

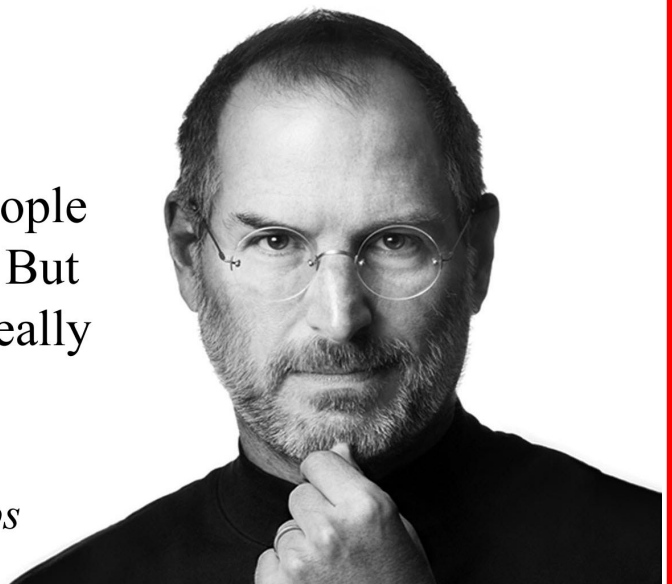
Teacher Tool Book

This is a booklet of techniques and skills to support your teaching of design and technology. With each skill there is a helpful video tutorial link to eliminate any misconceptions and can be used alongside your teaching in the classroom.

Don't forget to refer to the vocabulary bank at the bottom of each page !

Design is a funny word. Some people think design means how it looks. But of course, if you dig deeper, it's really how it works.

Steve Jobs



Please refer to your long term plan to teach what is applicable to your year group.



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Teacher Tool Book

CURRICULUM

Key stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

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

Teacher Tool Book

Key stage 2

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

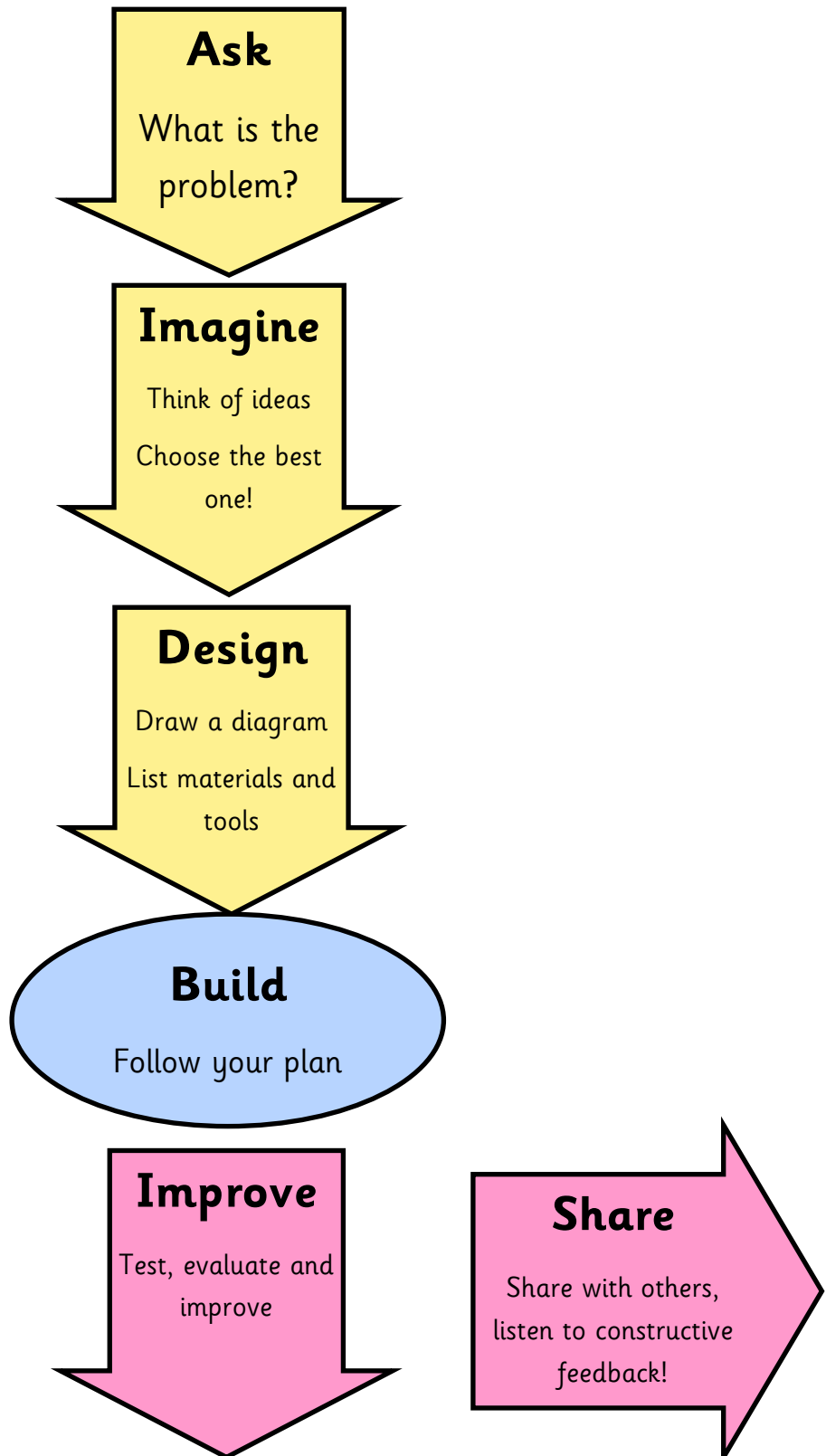
- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products

Design Process

Key Stage 1



Design Process

Key Stage 1 Speech Prompts

"I really like ____
about my design..."

"I found ____
tricky because..."

"I fixed this by..."

"I would change..."

"The problem I
found was..."

"The materials I
used were..."

"I chose my
materials
because..."

"I was inspired
by..."

Design Process

Key Stage 2

Ask

What's the problem?
What do you need to improve?

Imagine

Think of how you can solve the problem.
Map these ideas out.

Design

Draw a diagram and list the materials and tools you need.

Build

Put your plan in action, build and test out.

Improve

Assess your results, what improvements can you make? Try again with your changes.

Share

What have you discovered? Present to the class.

Design Process

Key Stage 2 Speech Prompts

"I took inspiration
from..."

"I found _____
challenging
because..."

"I discovered
that _____ and fixed
this by..."

"If I did this again,
I would change..."

"The skills I have
used are..."

"I really liked
_____ work
because..."

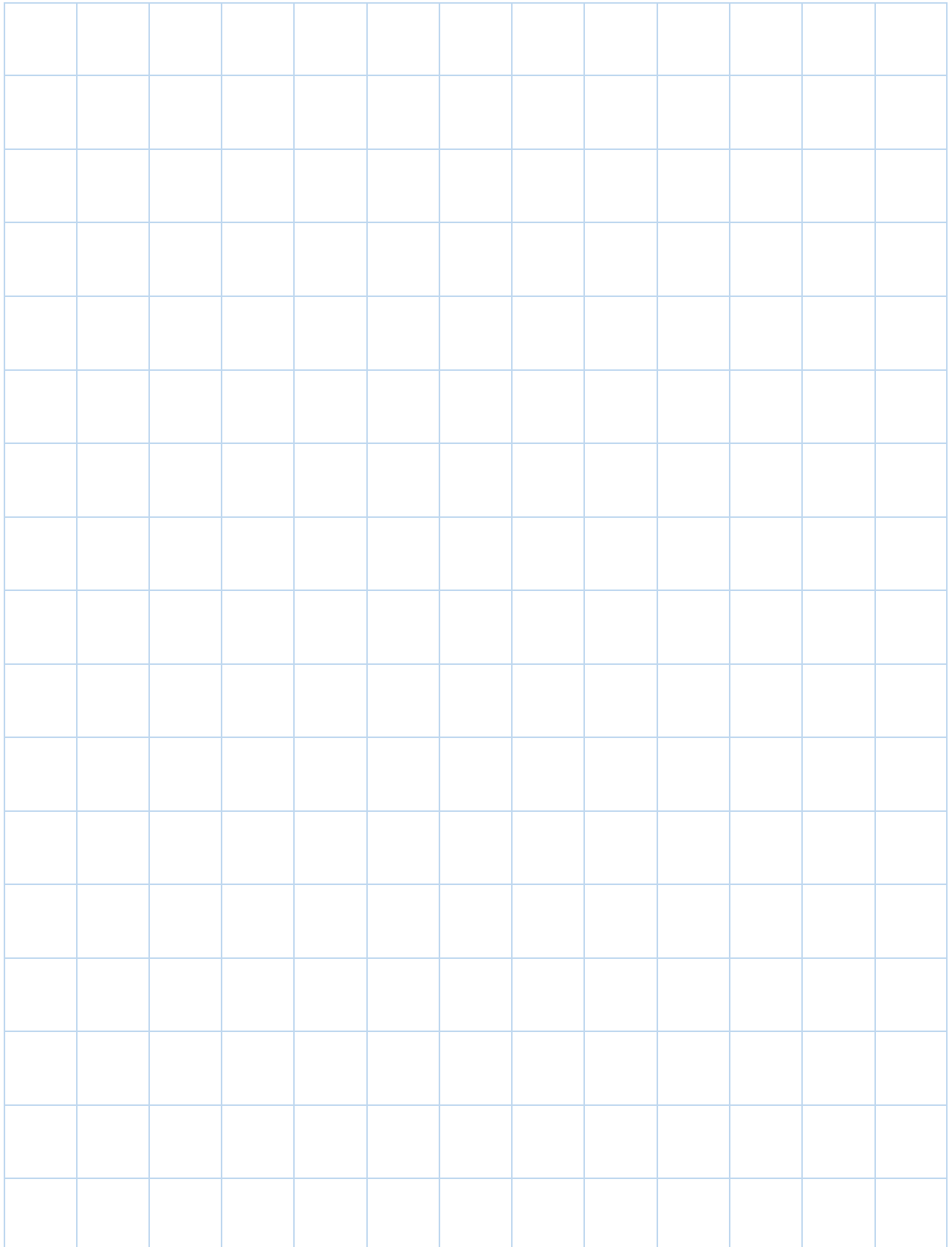
"I chose my
materials
because..."

"My work is similar
to..."

My Design

Date: _____

Name: _____



Resource Log; Creating

Resource Room Cupboard

Plastic Aprons

20 Saws

Plastic tubing

Torch

Sand paper

Plastic panels

30 long cuboids

Art straws

Small box of pins

Cocktail sticks

Wooden Wheels

Drawing pins

Paper clips

Blue straws

Elastic bands

Cardboard triangles– 1 box

2 bags doweling

100 long cylinders

Resource Log; Cooking

All cooking equipment can be located in Acorn Wood.

Please ensure that you return any equipment that you have used and put it back where it came from.

Cupboard 1

Mixing bowls-5 large, 8 medium,

12 small

Baking sheets-12 medium, 10 small

15 sandwich tins

1 small roasting tin

14 bun trays

Cutters-bears/ Christmas trees

Disposable plates, cups, cutlery,
napkins

Cupboard 2

13 graters

2 hand blenders

1 large metal sieve

1 small nylon sieve

10 digital scales

1 chopping board

11 chopping mats

14 rolling pins

9 measuring jugs

2 hand blenders

Cupboard 3

1 Multi-cooker

1 portable single plate hob

3 frying pans

1 large stock pot

1 large saucepan

1 medium saucepan

1 milk pan

8 cooling wires

1 large baking sheet

1 round pizza tray

Drawer 1

Cutlery (not to be removed from Acorn Wood)

2 peelers

2 garlic presses

1 tin opener

5 sets measuring spoons

Drawer 2

20 wooden spoons

10 rubber spoons

4 slotted spoons

1 large serving spoon

4 whisks

1 masher

2 fish slices

2 wooden spatulas

1 rubber cake spatula

STEM BOXES

Every class from Year 1-6 will have access to their own STEM box. This box is to be used for earlier finishers or while you're working with a group of children on a project. The STEM boxes allow children to engage with science, technology, engineering and mathematical thinking.

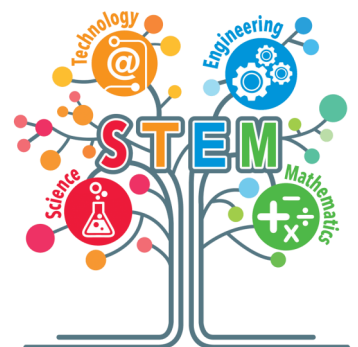
Each box is to be used in a pair containing 12 different types of material for your class to engage with meaning a maximum of 24 children can be occupied at one time.

Once children chose their material box they select a challenge card, key stage specific, outlining what they are to create with their resources. Once they have constructed their creation children can access activities from the Maths and English Task boxes to encourage deeper thinking and critical responses to their creations. All tasks are key stage and age appropriate to the National Curriculum.

Your STEM box is your class' responsibility to ensure it is kept tidy and resources are respected. If any boxes are running low please notify the subject leader. Plasticine is to be thrown out at the end of each half term and replaced.

You may notice 1 or 2 of your boxes are empty, e.g. Base 10, this is for children to access your own classroom resources used in maths lessons.

Please see on the next page the materials and resources included.



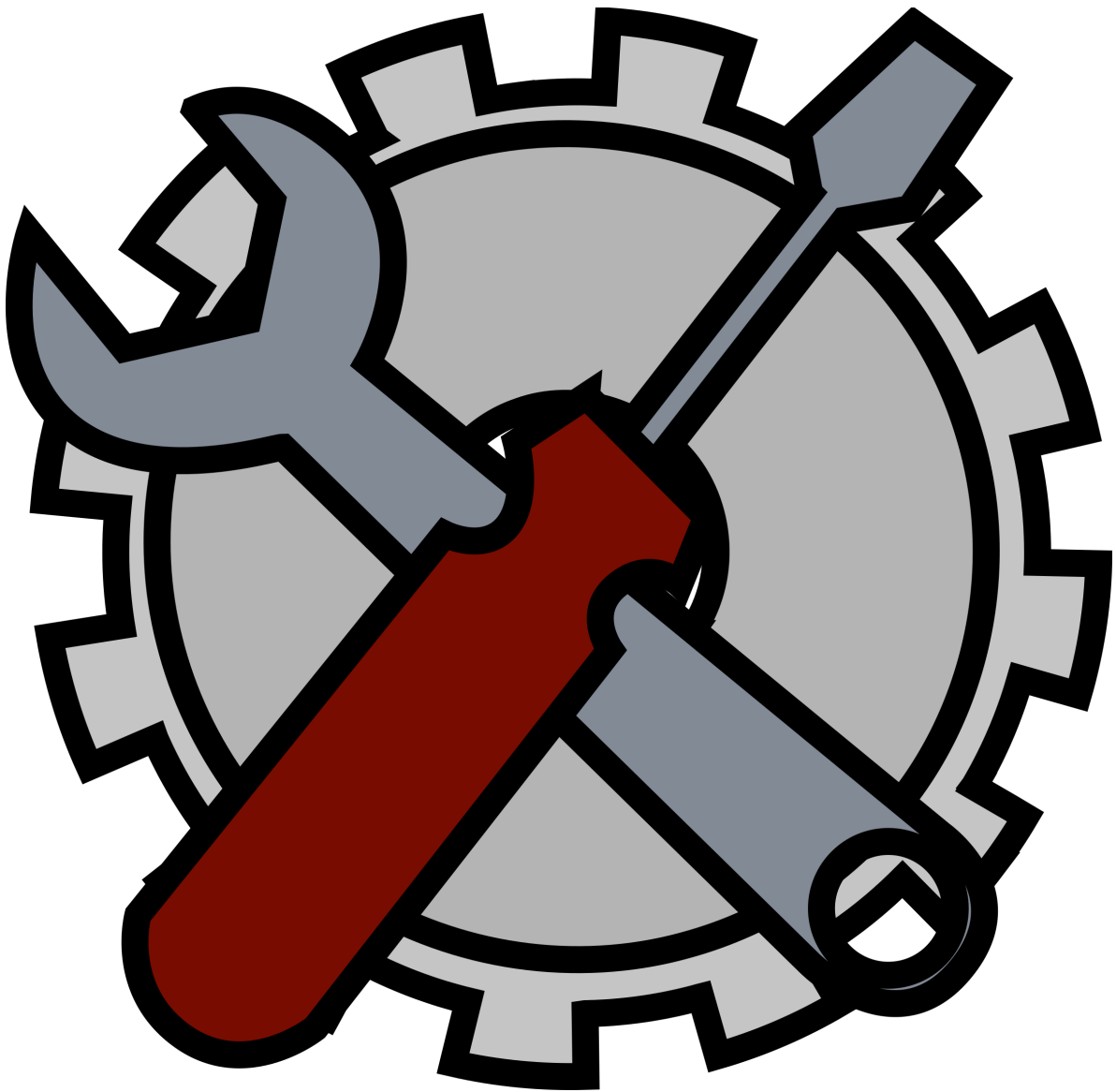
STEM BOXES

WHAT'S IN THE BIN?

Coloured boxes and order may vary in classes bins.

Dominoes	Small Plus-Plus Blocks
Base Ten Blocks	Foam Balls and Toothpicks
Straws and Pipe Cleaners	Playdough and Toothpicks
Index Cards and tape	Plastic Snowflakes
Lollipop Sticks and Velcro	Pipe Cleaners
Linking Cubes	Challenge Cards
Photo Cards	Task Cards: Maths A variety of maths focused tasks to get your children thinking critically about their creation
Building Bricks	Task Cards: English A variety of writing activities for your children to evaluate and share their thoughts on their creation.

MECHANICAL SYSTEMS



GEARS

Helpful video explanation: <https://www.youtube.com/watch?v=vX1-9C58-VM>

What you need...

Assorted Gears from resource room cupboard

Card board from cereal box



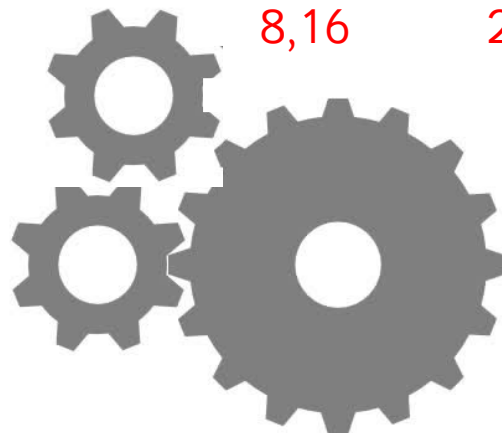
Using construction kits, ask children to explore gear ratio using combinations of two gears e.g.

No. teeth	Ratio
8, 16	2:1
8, 40	5:1
8, 24	3:1
40, 40	1:1

E.g.

8, 16

2:1



The large gear has 16 teeth;
the small gear has 8 teeth.

Vocabulary Bank

Gears mechanical turn clockwise anticlock-
 wise speed force

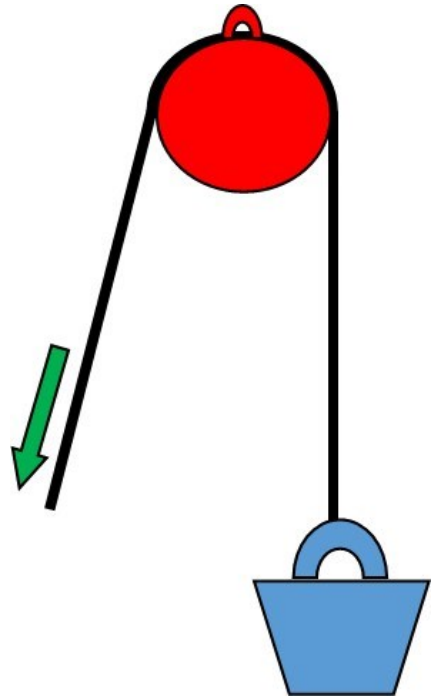


PULLEYS

Helpful video explanation: <https://www.youtube.com/watch?v=LiBcur1agcg>

What you need...

Thread/ ribbon spool
Yarn or twine
Tape
Yogurt pot/ small plastic pot
Hole punch



Making a Pulley

1. Punch three holes in the cup, evenly spaced from one another. This will be your bucket for lifting objects
2. Cut three short lengths of yarn or twine (about 3 in. each). Tie one to each hole in the cup.
3. Tie the three loose ends of yarn together.
4. Cut a long (about 12 in.) piece of yarn or twine, and tie one end around the knot connecting the three small pieces of yarn/twine.
5. Wrap the long piece of yarn/twine around the spool.
6. Push the pencil through the hole in the centre of the spool.
7. Choose a high place to mount your pulley. It could be between two tables or bookcases, or cut a hole in a box.
8. Holding on to the loose end of yarn/twine so that your spool doesn't unwind, tape the ends of the pencil to the surface where you wish to mount your pulley.
9. Test your pulley by putting objects in the cup to raise and lower.

Vocabulary Bank

pulley mechanical lift wheel fixed axel
load effort



CAMS

Helpful video explanation: <https://www.youtube.com/watch?v=tzWQasmUfLY> stop at 1.27

Check out this Y5 class in action: <https://www.youtube.com/watch?v=IM3vYcYVAXI>

<https://www.tes.com/lessons/b7XDZczBA1NGRg/analysing-cam-toys>

What you need...

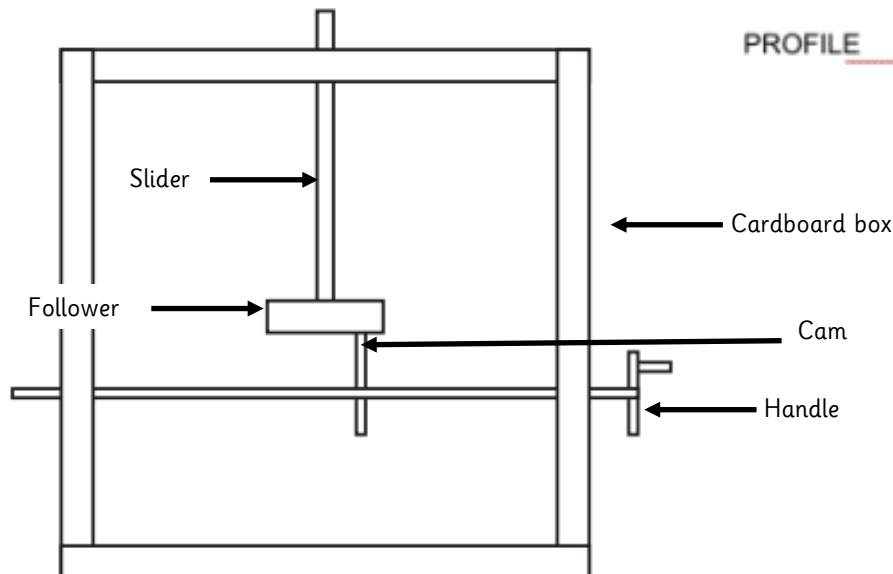
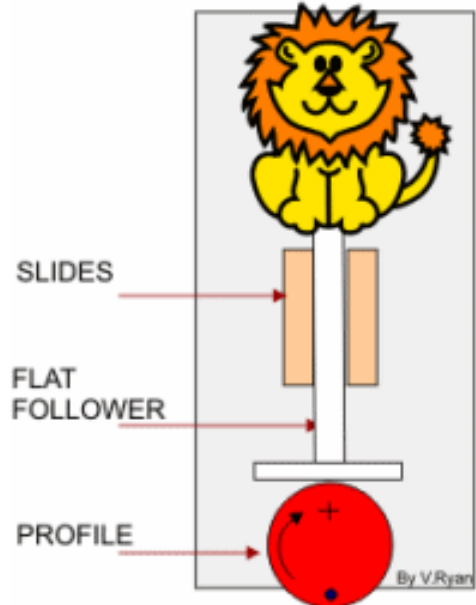
Cardboard box

Doweling rods

Children's Hacksaws; RISK ASSESS

Bench hooks

Variety of Cams



Vocabulary Bank

cams
lower

mechanical
rotate flat

mechanism
point/knife
frame structure

turn
offset

fol-
axel



LEVERS

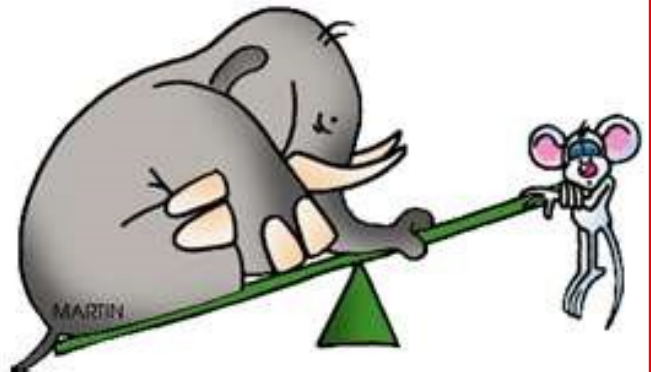
Helpful video explanation: <https://www.youtube.com/watch?v=YlYEiOPgG1g>

What you need...

Ruler

Variety of weighted objects

Classroom rubber or binder clips



1. Remove the metal clips from the base of the binder clip by squeezing the sides together and fitting the ends through the groove.



2. Set the lever (ruler, foam board, or wood) over the binder clip. Position it near the middle so that the board is balanced. The binder clip is called the fulcrum, which gives your lever a pivot point.



3. Place a weight on one end and note what happens to each end of the lever.
4. Move the fulcrum (binder clip) closer to the end with the weight.



5. Place a lighter weight or object on the other end. If nothing happens, adjust the position of the binder clip (fulcrum) until the heavier end is raised up.



6. You have just made a lever and used it to lift a heavy object with a lighter one!

Instructions taken from :
Home Science Tools

<https://learning-center.homesciencetools.com/article/how-to-make-a-lever-simple-machines-science-project/>

Vocabulary Bank

lever

lift

resistance force

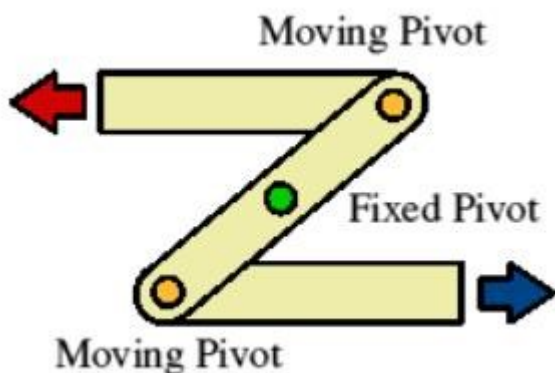
load

effort force balanced



LINKAGES

Helpful video explanation: https://www.youtube.com/watch?v=xh1jTtAxs_Q

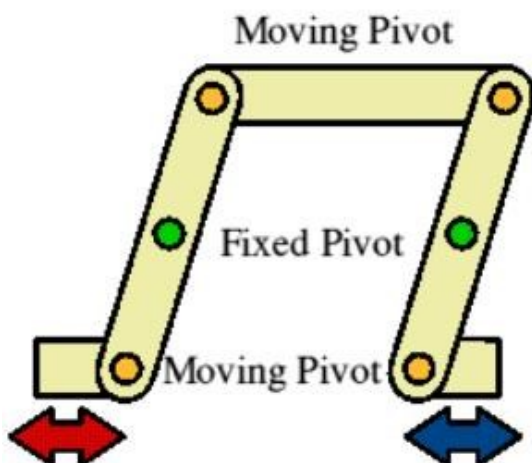


Reverse Motion Linkage

Top rod moves to the left, bottom rod moves to the right.

One rod's movement is **reversed** to the other rod's.

The fixed pivot is the centre of rotation.



Parallel Motion Linkage

All rods are parallel to each other.

As the large rod at the top moves to the left the 2 small rods at the bottom move to the right.

You normally see this type of linkage in a tool box or sewing box!

Vocabulary Bank

Link pivot fixed motion rotation
linkage parallel reverse slider



PROGRESSION FRAMEWORK



KS1-2

Progression of Designing KS1-KS2

Design and Technology Association

Designing	Key Stage 1	Key Stage 2
Understanding contexts, users and purposes	Across KS1 pupils should: - work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment - state what products they are designing and making - say whether their products are for themselves or other users - describe what their products are for - say how their products will work - say how they will make their products suitable for their intended users - use simple design criteria to help develop their ideas	Across KS2 pupils should: - work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment - describe the purpose of their products - indicate the design features of their products that will appeal to intended users - explain how particular parts of their products work In early KS2 pupils should also: - gather information about the needs and wants of particular individuals and groups - develop their own design criteria and use these to inform their ideas In late KS2 pupils should also: - carry out research, using surveys, interviews, questionnaires and web-based resources - identify the needs, wants, preferences and values of particular individuals and groups <i>develop a simple design specification to guide their thinking</i>
Generating, developing, modelling and communicating ideas	Across KS1 pupils should: - generate ideas by drawing on their own experiences - use knowledge of existing products to help come up with ideas - develop and communicate ideas by talking and drawing - model ideas by exploring materials, components and construction kits and by making templates and mock-ups - use information and communication technology, where appropriate, to develop and communicate their ideas	Across KS2 pupils should: - share and clarify ideas through discussion - model their ideas using prototypes and pattern pieces - use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas - use computer-aided design to develop and communicate their ideas In early KS2 pupils should also: - generate realistic ideas, focusing on the needs of the user <i>make design decisions that take account of the availability of resources</i> In late KS2 pupils should also: - generate innovative ideas, drawing on research <i>make design decisions, taking account of constraints such as time, resources and cost</i>

Progression of Planning KS1-KS2

Design and Technology Association

Making	Key Stage 1	Key Stage 2
Planning	Across KS1 pupils should: - plan by suggesting <i>what to do next</i> - select from a range of tools and equipment, <i>explaining their choices</i> - select from a range of materials and components according to their characteristics	Across KS2 pupils should: - select tools and equipment suitable for the task - explain their <i>choice of tools and equipment in relation to the skills and techniques they will be using</i> - select materials and components suitable for the task - explain their choice of materials and components according to functional properties and aesthetic qualities In early KS2 pupils should also: - order the <i>main stages of making</i> In late KS2 pupils should also: - produce <i>appropriate lists of tools, equipment and materials that they need</i> - formulate <i>step-by-step plans as a guide to making</i>
Practical skills and techniques	Across KS1 pupils should: - follow procedures for safety and hygiene - use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components - measure, mark out, cut and shape materials and components - assemble, join and combine materials and components - use finishing techniques, including those from art and design	Across KS2 pupils should: - follow procedures for safety and hygiene - use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components In early KS2 pupils should also: - measure, mark out, cut and shape materials and components with some accuracy - assemble, join and combine materials and components with some accuracy - apply a range of finishing techniques, including those from art and design, with some accuracy In late KS2 pupils should also: - accurately measure, mark out, cut and shape materials and components - accurately assemble, join and combine materials and components - accurately apply a range of finishing techniques, including those from art and design - use <i>techniques that involve a number of steps</i> - demonstrate resourcefulness when tackling practical problems

Progression of Practical Skills and Techniques

KS1-KS2

Design and Technology Association

Practical skills and techniques	Across KS1 pupils should: • follow procedures for safety and hygiene • use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components • measure, mark out, cut and shape materials and components • assemble, join and combine materials and components with some accuracy • apply a range of finishing techniques, including those from art and design Across KS2 pupils should: • follow procedures for safety and hygiene • use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components In early KS2 pupils should also: • measure, mark out, cut and shape materials and components with some accuracy • assemble, join and combine materials and components with some accuracy • apply a range of finishing techniques, including those from art and design, with some accuracy In late KS2 pupils should also: • accurately measure, mark out, cut and shape materials and components • accurately assemble, join and combine materials and components • accurately apply a range of finishing techniques, including those from art and design • <i>use techniques that involve a number of steps</i> • demonstrate resourcefulness when tackling practical problems
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Progression of Evaluating KS1-KS2

Design and Technology Association

Evaluating	Key Stage 1	Key Stage 2
Own ideas and products	Across KS1 pupils should: • talk about their design ideas and what they are making • make simple judgements about their products and ideas against design criteria • <i>suggest how their products could be improved</i>	Across KS2 pupils should: • identify the strengths and areas for development in their ideas and products • consider the views of others, including intended users, to improve their work In early KS2 pupils should also: • refer to their design criteria as they design and make • use their design criteria to evaluate their completed products In late KS2 pupils should also: • critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make • <i>evaluate their ideas and products against their original design specification</i>
Existing products	Across KS1 pupils should explore: • what products are • who products are for • what products are for • how products work • how products are used • where products might be used • what materials products are made from • what they like and dislike about products	Across KS2 pupils should investigate and analyse: • how well products have been designed • how well products have been made • why materials have been chosen • what methods of construction have been used • how well products work • how well products achieve their purposes • how well products meet user needs and wants In early KS2 pupils should also investigate and analyse: • who designed and made the products • where products were designed and made • when products were designed and made • whether products can be recycled or reused In late KS2 pupils should also investigate and analyse: • how much products cost to make • how innovative products are • how sustainable the materials in products are • what impact products have beyond their intended purpose
Key events and individuals	Not a requirement in KS1	Across KS2 pupils should know: • about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products

Progression of Technical Knowledge KS1-KS2

Design and Technology Association

Technical knowledge	Key Stage 1	Key Stage 2
Making products work	Across KS1 pupils should know: • about the simple working characteristics of materials and components • about the movement of simple mechanisms such as levers, sliders, wheels and axles • how freestanding structures can be made stronger, stiffer and more stable • <i>that a 3-D textiles product can be assembled from two identical fabric shapes</i> • <i>that food ingredients should be combined according to their sensory characteristics</i> • <i>the correct technical vocabulary for the projects they are undertaking</i>	Across KS2 pupils should know: • how to use learning from science to help design and make products that work • how to use learning from mathematics to help design and make products that work • that materials have both functional properties and aesthetic qualities • <i>that materials can be combined and mixed to create more useful characteristics</i> • that mechanical and electrical systems have an input, process and output • <i>the correct technical vocabulary for the projects they are undertaking</i> In early KS2 pupils should also know: • how mechanical systems such as levers and linkages or pneumatic systems create movement • how simple electrical circuits and components can be used to create functional products • how to program a computer to control their products • how to make strong, stiff shell structures • <i>that a single fabric shape can be used to make a 3D textiles product</i> • <i>that food ingredients can be fresh, pre-cooked and processed</i> In late KS2 pupils should also know: • how mechanical systems such as cams or pulleys or gears create movement • how more complex electrical circuits and components can be used to create functional products • how to program a computer to monitor changes in the environment and control their products • how to reinforce and strengthen a 3D framework • <i>that a 3D textiles product can be made from a combination of fabric shapes</i> • <i>that a recipe can be adapted by adding or substituting one or more ingredients</i>

Progression of Cooking and Nutrition KS1-KS2

Design and Technology Association

Cooking and nutrition	Key Stage 1	Key Stage 2
Where food comes from	Across KS1 pupils should know: - that all food comes from plants or animals - that food has to be farmed, grown elsewhere (e.g. home) or caught	Across KS2 pupils should know: - that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world In late KS2 pupils should also know: - that seasons may affect the food available - how food is processed into ingredients that can be eaten or used in cooking
Food preparation, cooking and nutrition	Across KS1 pupils should know: - how to name and sort foods into the five groups in The eatwell plate - that everyone should eat at least five portions of fruit and vegetables every day - how to prepare simple dishes safely and hygienically, without using a heat source - how to use techniques such as cutting, peeling and grating	Across KS2 pupils should know: - how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source - how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking In early KS2 pupils should also know: - that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate - that to be active and healthy, food and drink are needed to provide energy for the body In late KS2 pupils should also know: <i>that recipes can be adapted to change the appearance, taste, texture and aroma</i> - that different food and drink contain different substances – nutrients, water and fibre – that are needed for health

DESIGN AND TECHNOLOGY

CHECKLIST



	Planning: have you planned your session? Have the children planned their design?
	Resources: have you gathered all your resources, if you're cooking have you arranged your Tesco order?
	Risk assessment: Check the risk assessment, add this to your planning. Don't forget to check your class lists for any allergies or intolerances.
	Book your room: Do you need to use another room in school? Make sure you check this is available for your session and staff are ok with this.
	Make: Making your creation, don't forget to return resources where they belong and tidy up appropriately (see risk assessment) Are you taking photographs? Don't forget to check Facebook permissions.
	Evaluate: Evaluate your lesson and your children's creations. What went well? What would you change? What could of gone better?
	Share: Like children share their responses with us, feedback to other colleagues or the subject lead. Don't forget to annotate your planning for next time.

FOOD PREPARATION



PLANNING FOR COOKING

FOOD FOR LIFE PLANNING FORMAT

1. Recipe	Plan a recipe that supports your learning objectives. Choose a recipe suitable for the age and skill level of the pupils. Use accurate, pre-tested recipes.
2. Venue	Where will the activity take place? Prepare the area using dedicated cooking table coverings and equipment.
3. Inform parents	It is good practice to inform parents and carers about the cooking activity including the food ingredients and the equipment that will be used. Check for food allergies and intolerances. Where necessary recipes can be adapted to allow all pupils to participate.
4. Staff	Who can assist you in the lesson? Support staff, parents?
5. Risk Assessment	Complete a risk assessment for each food activity.
6. Advance preparation	Plan the work area, equipment required, buying and portioning of the ingredients and preparation of the set-outs. Who will do the shopping?
7. Food Storage	Where are ingredients to be stored before and after the lesson? Is there adequate refrigeration space? Provide storage and reheating instructions if appropriate.
8. Packaging	If prepared food is to be taken home what packaging is needed? Containers, foil, bags?
9. Tasting	Encourage pupils to taste/eat what they have made. Can the children sit down sociably together? Is there enough crockery and cutlery?
10. Evaluation	Ask the children to evaluate the lesson. Have you achieved the objectives of the lesson? Any changes needed?

BRIDGE HOLD

Helpful video tutorial: <https://www.youtube.com/watch?v=BdXjLJNWu44>

What you need...

- Clean hands
- Chopping board
- Serrated knife
- Apron



The bridge hold is used to cut many foods such as tomatoes.

Steps to success:

- Place the tomato onto a chopping board;
- Make a bridge with your hand. Your fingers should be on one side and your thumb should be on the other;
- Pick up the knife with your other hand and check that the blade is facing downwards;
- Then, guide the knife under the bridge and over the tomato. Cut into the food by pressing the knife down and pulling it out of the bridge;
- Now, take one half at a time and place it flat side down. Make a bridge over the tomato, and use the knife just like before to cut it into quarters;
- This method of cutting is safe and can be used for lots of different ingredients, such as potatoes or strawberries.

Vocabulary Bank

Knife serrated edge blade bridge
chopping board slice saw



CLAW GRIP

Helpful video tutorial: <https://www.youtube.com/watch?v=wVJUD8SSQRA>

What you need...

- Clean hands
- Chopping board
- Serrated knife
- Apron



Steps to success:

- Place the food such as cucumber or celery onto the chopping board.
- Make a claw with your hand by partly curling your fingers together. Decide how thick you want the slices before you begin.
- Then, pick up the knife with your other hand and check that the blade is facing downwards.
- Tilt the knife and slice through the food, using your fingers as a guide.
- Slide your fingers back, keeping your grip on the food, and continue slicing carefully.
- This method of slicing is safe, and can be used for lots of different ingredients, such as red meat and vegetables.

Vocabulary Bank

Knife

serrated

edge

blade

claw

grip

chopping board

slice

saw



PEELING

Helpful video tutorial: <https://www.youtube.com/watch?v=JkC8xOJ5nuY> Watch to 1.00

What you need...

- Clean hands
- Chopping board
 - Peeler
 - Apron
- Bowl for peelings



Steps to success:

Carrots, along with other fruit and vegetables, will need to be peeled before they are used and it is important that this is done safely:

Hold the carrot in one hand and rest it on the chopping board;

Starting half way down, run the peeler along the length of the carrot away from yourself. Be careful, the peeler is sharp!

Twist the carrot and continue to peel. Turn the carrot around and peel the other end;

When finished, remove the peelings from the chopping board.

Younger children can also start peeling using a spoon!

Vocabulary Bank

Peeling

chopping board

peeler



GRATING

Helpful video tutorial: https://www.youtube.com/watch?v=CXJlDcH_f4

What you need...

- Clean hands
- Chopping board
 - Grater
 - Apron
- Bowl for end chunk of food



Steps to success:

Foods such as cheese, carrots, courgettes and apples, are often grated to change the texture and appearance. Graters can be sharp:

- First, place the grater onto the chopping board and hold it firmly by its handle;
- Hold the carrot at its widest end and rub it down-and-up the grater firmly;
- Continue grating until you are left with a small chunk of carrot. Stop at this point. There is no need to try and grate every bit
- Lift up the grater. Spoon the grated carrot into a dish
- This method can be used to grate lots of different ingredients, such as cheese or apple.

Vocabulary Bank

grater

chopping board

shred



PREPARATION SKILLS

Other ways you can prepare food.

sift



stir



beat



knead



mix



rub-in



combine



whisk



ASSEMBLING SKILLS

Ways you can assemble a dish.

roll-out



place



shape



spread



arrange



sprinkle



thread



trim



READY, STEADY, COOK!



- Tie back long hair

- Remove your jumper or cardigan

- Wear an apron



- Remove jewellery, wristbands and watches

- Wash hands thoroughly with soap and hot water. Don't forget to dry them!



Eatwell Guide

Check the label on packaged foods

Each serving (150g) contains

Energy	Fat	Saturated	Sugars	Salt
1048kJ 250kcal	3.0g	1.3g	34g	0.9g
13%	LOW	LOW	HIGH	MED
	4%	7%	38%	15%

Typical values (as sold) per 100g: 697kJ/167kcal of an adult's reference intake

Choose foods lower in fat, salt and sugars

Use the Eatwell Guide to help you get a balance of healthier and more sustainable food. It shows how much of what you eat overall should come from each food group.



Water, lower fat milk, sugar-free drinks including tea and coffee all count.
Limit fruit juice and/or smoothies to a total of 150ml a day.

Choose wholegrain or higher fibre versions with less added fat, salt and sugar

Potatoes, bread, rice, pasta and other starchy carbohydrates

Fruit and vegetables
Eat at least 5 portions of a variety of fruit and vegetables every day

Beans, pulses, fish, eggs, meat and other proteins
Eat more beans and pulses, 2 portions of sustainably sourced fish per week, one of which is oily. Eat less red and processed meat

Dairy and alternatives
Choose lower fat options
lower sugar options

Oil & spreads
Choose unsaturated oils and use in small amounts

Eat less often and in small amounts

Per day 2000kcal 2500kcal = ALL FOOD + ALL DRINKS