



Year group: Year 2
Term: Summer
Subject: Design Technology – Food – Making pancakes

Prior learning

EYFS – The children will have had a daily health snack café. Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell. • Experience of cutting soft fruit and vegetables using appropriate utensils

Year 1 – Preparing Fruit and Vegetables – Fruit Kebab

The children will be taught how to demonstrate how to use simple utensils and provide opportunities for the children to practise food processing skills such as washing, grating, peeling, slicing, squeezing to make a fruit kebab

What comes next?

Year 3 – Healthy Diet Heated food element – Healthy Biscuits.

The children will be taught food preparation and cooking techniques using an existing recipe to make a healthy biscuit.

Notes and guidance

- Discuss basic food hygiene practices when handling food, including the importance of following instructions to control risk.
e.g. What should we do before we work with food? Why is following instructions important?
- Demonstrate how to pour and spread pancake batter safely in a pan.
- Demonstrate how to use simple utensils and provide opportunities for the children to practise food preparation skills such as measuring, mixing, whisking, and flipping pancakes.
- Discuss different effects achieved by different processes (e.g., whisking more makes pancakes lighter, cooking longer makes them darker).
- Discuss healthy eating advice, including suitable healthy toppings and fillings for pancakes (e.g., fruit, yogurt, small amounts of syrup).

Key vocabulary

Batter Whisk Flip Topping

Hygiene – some key pointers

- Jewellery is removed
- Hair is tied back
- Sleeves are rolled up
- Aprons are on
- Hands are washed
- Cuts are covered with blue waterproof dressing



Further information from www.foodafactoflife.org.uk

Substantive Knowledge

I know where a range of fruit and vegetables come from e.g. farmed or grown at home.

I know basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell Guide.

I know bread is a carbohydrate and gives us energy as a crucial role in our diet.

Disciplinary Knowledge

To know that chefs' taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.

Procedural Knowledge

- I know how to use simple utensils and equipment to measure, mix, whisk, pour and flip safely.
- I can select from a range of pancake toppings and fillings according to their characteristics, e.g., colour, texture, and taste, to create my chosen product.
- I know the steps for making a pancake from mixing the batter to cooking and serving.

Links to other curriculum areas

Science – Health Eating – Nutrition and Diet – Growing and Cooking

English – reading and writing instructions (recipes)

End Points

- To be able to use creativity and imagination to create high quality products.
- To master the use of a range of design technology tools and techniques.
- To be able to design, make and evaluate their products referring to whether it is fit for purpose and meets the design criteria.

DESIGN



Key vocabulary definitions.

- **Batter** — A soft mixture of ingredients like flour, milk, and eggs that we cook to make pancakes.
- **Whisk** — A kitchen tool used to mix ingredients together and make them smooth or fluffy.
- **Flip** — To turn something over while cooking, like a pancake, so it cooks on both sides.
- **Topping** — Food that is added on top of pancakes to make them tasty, like fruit or syrup.

DESIGN