



Year 2 - Autumn term Super Salads

Key Vocabulary

Proportion	The part or share of something.
Energy	Required to sustain mental or physical activity.
Food intolerances	Unable to eat types of food without having a bad side affect.
Balance	Equal amount.
Crisp	Firm, dry and brittle.
Fragrant	The smell.
Fresh	New, not preserved.
Tangy	A sharp flavour or smell.
Crumbly	Easily breaks apart.



Lesson sequence

Evaluation of existing products	To know that there is a wide variety of different salads which can be assembled from many different ingredients. To know that foods can be sorted into 5 groups and that a healthy diet is based on a balance and variety of these foods in the proportions shown on the <i>Balance of Good Health</i> Model. To know that different foods provide different amounts of energy. To investigate and evaluate food products using sensory vocabulary.
Focussed tasks	To know the different hygiene rules to be followed before any cooking starts. To know where different ingredients should be stored to ensure food safety. To know how to use equipment safely and accurately to prepare food. To know that consideration has to be given to ingredient quantities and combinations to achieve the desired effect. To know that dressings and toppings can be added to salads.
Design	To know that consideration has to be given to ingredient quantities and combinations to achieve the desired effect.
Make	To know that it is important to present food in an appetising way and apply this to their work.
Evaluate	To be able to evaluate their work against the criteria they set. To be able to evaluate the work of others in a positive and fair way.
Health and Safety	To be able to use equipment safely and accurately. To work hygienically.