






Year 2: Food Knowledge Mat

| Subject Specific Vocabulary | | Food Preparation Techniques | | Important knowledge about food preparation and hygiene. |
|-----------------------------|---|---|--|--|
| texture | How something feels when it is touched. |  |  | |
| layer | Arranging things on top of one another. | | | Grating |
| Hygiene | Keeping clean to stay healthy and prevent disease. |  | | <ul style="list-style-type: none"> <input type="checkbox"/> I know the five food groups. I know why the five food groups are important for our body. <input type="checkbox"/> I can design a purposeful, functional and appealing food product based on a design criteria. |
| diet | The kind of foods that a person eats. | | | |
| Balanced diet | Having different types of food in the correct amounts to keep us healthy. | Knife Grips | | <ul style="list-style-type: none"> <input type="checkbox"/> I know how to use equipment to slice, dice, grate and julienne. <input type="checkbox"/> I can use the bridge hold and claw grip technique to cut vegetables. |
| criteria | A standard for evaluating something. |  | Claw Grip | |
| template | A shape, drawn to help cutting out. | |  | Bridge Grip |
| mock up | A model which allows us to try out ideas. | | | |
| measure | The size of something. | | | |
| evaluate | To judge how a product meets a chosen criteria. | | | |