

# Perfect Pizzas : DT : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To find out what the favourite pizzas in the class are.	Children to discuss their favourite pizza and compile information into a pictogram. They will also consider healthy eating and complete a balanced plate by sorting their favourite pizza ingredients.	<ul style="list-style-type: none"> <li>Can the children identify the different parts of a pizza?</li> <li>Can the children sort foods into different food groups?</li> <li>Can the children discuss different types of pizzas and begin to categorise them into healthy and unhealthy?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C/1D/1E</li> <li>Pizza Sheet</li> <li>Balanced Plate</li> </ul>
<b>Lesson 2</b>	To examine, describe and categorise a variety of bread-based products.	Children to explore and discuss what pizza bases are made from and where they would be placed on the balanced diet plate. They will explore a variety of bread-based products and decide which would make a good base for a pizza.	<ul style="list-style-type: none"> <li>Can the children name and describe a variety of breads?</li> <li>Can the children say which breads they like?</li> <li>Can the children use the features of the bread to decide if it is fit for purpose?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C/2D</li> <li>Name Cards</li> <li>A selection of breads</li> <li>Picture Cards (FSD? activity only)</li> <li>Clue Cards (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To examine, describe and categorise a variety of pizza toppings.	Children to explore and discuss a variety of pizza toppings. They will look at food categories and balanced diets, and be challenged to sort pizza toppings into groups.	<ul style="list-style-type: none"> <li>Can the children name and describe a variety of toppings?</li> <li>Can the children state their opinions and preferences about different toppings?</li> <li>Do the children understand eating healthily means having a balanced diet?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C/3D/3E</li> <li>Topping Card A/B/C</li> <li>A selection of toppings (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To design a balanced healthy pizza.	Children to design a healthy and balanced pizza, making sure they remember to follow the pizza criteria.	<ul style="list-style-type: none"> <li>Do children understand that pizzas can be part of a healthy diet?</li> <li>Can children design a healthy pizza?</li> <li>Can children identify what ingredients and tools they will need to make their pizza?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C/4D</li> <li>Word Bank A/B</li> </ul>
<b>Lesson 5</b>	To be able to make and evaluate a food product based on a design.	Children to make their pizza following their designs, being sure to work safely and hygienically. They will evaluate their pizzas once they have been made.	<ul style="list-style-type: none"> <li>Can children identify and follow rules for food safety and hygiene?</li> <li>Can children follow a design to make a pizza?</li> <li>Can children evaluate their finished products and say what they think and feel about them?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Designs or instructions from lesson 4</li> <li>Variety of pizza toppings and bases</li> <li>Aprons, chopping boards, knives, graters, baking trays, oven</li> <li>Plates for finished product</li> <li>Worksheet 5A/5B/5C/5D/5E/5F/5G</li> </ul>