

### Context

Pupils will work through the following scheme to design a delicious and nutritious smoothie using fruit and vegetables and no added sugar. They will then create this smoothie, taste it, along with their peers, and evaluate it.

### Aims

- Pupils will develop and apply their knowledge and understanding of food groups and healthy eating
- Pupils will learn and practice food preparation skills
- Pupils will understand what is meant by seasonality and where some food comes from
- Pupils will design, make and evaluate their drink

### Key vocabulary

<b>Hydrate-</b>	The body to have enough water/liquid to function
<b>Eatwell Guide-</b>	A chart that shows how much of what we eat overall should come from each food group to achieve a healthy, balanced diet
<b>Ingredients-</b>	Foods that are combined to make a dish
<b>Recipe-</b>	A list of ingredients and instructions for making a food dish
<b>Seasonal food-</b>	Food that is eaten during the same season that it naturally grows
<b>Evaluate-</b>	To work out how good something is
<b>Research-</b>	To find information out about something
<b>Adapt-</b>	Change

## Lesson Overview

Lesson	Main Activities	Learning Objectives
1 The Eatwell Guide	Exploring the drinks section of the Eatwell Guide Discovering how much to drink every day Ordering and analysing drinks	<ul style="list-style-type: none"> <li>Recall the main messages from each of the Eatwell Guide food groups and understand why the groups are different sizes</li> <li>Know how much fluid (drink) we need each day</li> <li>Explain why some drinks are healthier than others</li> </ul>
2 Sugar Detectives	Investigating the amount of sugar in different drinks	<ul style="list-style-type: none"> <li>Conduct research to establish the amount of sugar in different drinks</li> <li>Know that some drinks can contain large amounts of sugar</li> <li>Evaluate findings and make considered judgements about different drinks</li> </ul>
3 Food Tasting	Preparing and comparing fruit and vegetables	<ul style="list-style-type: none"> <li>Prepare fruit and vegetables demonstrating appropriate skills and using correct methods</li> <li>Analyse and compare the taste and sweetness of different fruit and vegetables</li> </ul>
4 Planning A Smoothie Recipe	Planning a smoothie recipe	<ul style="list-style-type: none"> <li>Make considered choices based on research and the design brief</li> <li>Plan a smoothie drink that is fit for purpose</li> </ul>
5 Making The Smoothie	Creating a smoothie	<ul style="list-style-type: none"> <li>Demonstrate an understanding of cookery preparation steps</li> <li>Perform food preparation skills safely and hygienically</li> <li>Make a smoothie that meets the design criteria and is fit for purpose</li> </ul>
6 Evaluating The Smoothie	Evaluating the smoothie and make recommendations	<ul style="list-style-type: none"> <li>Feedback thoughts of their own and of others</li> <li>Evaluate their smoothie and suggest ways it could be improved</li> <li>Think of adaptations to suit other audiences</li> </ul>

● Please ensure that any food allergies and intolerances have been identified, in accordance with your school policies.

## Cooking And Nutrition

Pupils will be taught to:

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality, and know where and how a variety of ingredients are grown, reared and caught and processed

## Design And Technology

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

<p><b>English</b></p>	<p><b>Spoken language:</b></p> <p>Listen and respond appropriately to adults and their peers                      Articulate and justify answers and opinions                      Use spoken language to develop understanding through exploring ideas                      Speak audibly and fluently with an increasing command of standard English                      Participate in discussions                      Consider and evaluate different viewpoints</p>
<p><b>Mathematics</b></p>	<p>Solve problems involving multiplying and adding                      Measure mass (kg/g) and volume/capacity (l/ml)</p>
<p><b>Health Education</b></p> <p>(by the end of primary school pupils, should know the following)</p>	<p>What constitutes a healthy diet (including understanding calories and other nutritional content)                      The principles of planning and preparing a range of healthy meals                      The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay)</p>

## Design And Technology

**Designing:** Pupils should be given opportunities to:

- Investigate how existing products look and function as a source of ideas for their own products, e.g. healthy eating
- Develop a simple specification/ recipe for their products indicating their intentions and approach
- Evaluate their design ideas as they develop, considering the needs of the user

**Making:** Pupils should be given opportunities to:

- Work to their specification/ recipe to make their products
- Choose appropriate materials, **ingredients, equipment, tools/ utensils and techniques**, from a range made available to them
- **Measure**, mark out, **cut**, shape, join, **weigh** and **mix** a range of materials and ingredients, using appropriate tools/ **utensils, equipment and techniques**
- Discuss their products, and evaluate their work, e.g. explain why and how they made their product and what they think about its function, features, performance, taste

**Food:**

- Plan and carry out a broad range of practical food preparation tasks safely and hygienically
- Apply current healthy eating messages and consider nutritional needs when undertaking food preparation tasks
- Classify food by commodity/group and understand the characteristics of a broad range of ingredients, including their nutritional, functional and sensory properties, e.g. meat, fish, fruit, vegetables

Subject	Learners are able to:
English	<p><b>Oracy:</b> Listen carefully to presentations and show understanding of main points Contribute to group discussion</p>
Mathematics	<p><b>Using measuring skills:</b> Measure capacities to the nearest 50ml or 150ml</p>
Science	<p>Pupils should be given opportunities to study the need for a variety of foods and exercise for human good health</p>
Physical Education	<p>Pupils should be given opportunities to identify how to eat and <b>drink healthily</b> in order to meet the energy requirements of different activities</p>
Personal and Social Education Framework	<p><b>Health and emotional well-being:</b> Learners should be given opportunities to take increasing responsibility for keeping the mind and body safe and healthy and to understand the features and physical and emotional benefits of a healthy lifestyle, e.g. food and fitness</p>

<p><b>Health and Wellbeing</b></p>	<p><b>Physical wellbeing:</b> I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. HWB 2-15a.</p> <p><b>Physical activity and health:</b> I can explain the links between the energy I use while being physically active, the food I eat, and my health and wellbeing. HWB 2-28a.</p> <p><b>Nutrition:</b> By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan. HWB 2-30a</p> <p><b>Safe and hygienic practices:</b> Having learned about cleanliness, hygiene and safety, I can apply these principles to my everyday routines, understanding their importance to health and wellbeing. HWB 2-33a.</p> <p><b>Food and the consumer:</b> When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. HWB 2-35a. By investigating food labelling systems, I can begin to understand how to use them to make healthy food choices. HWB 2-36a</p>
<p><b>Literacy and English</b></p> <p>(Listening and talking)</p>	<p><b>Creating texts:</b> When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> <li>o share information, experiences and opinions</li> <li>o explain processes and ideas</li> <li>o identify issues raised and summarise main points or findings</li> <li>o clarify points by asking questions or by asking others to say more. LIT 2-09a.</li> </ul>
<p><b>Numeracy and Mathematics</b></p> <p>(Number, money and measure)</p>	<p><b>Measurement:</b> I can use the common units of measure, convert between related units of the metric system and carry out calculations when solving problems. MNU 2-11b</p>
<p><b>Technologies</b></p>	<p>See Health and wellbeing links.</p> <p><b>Food and textile contexts for developing technological skills and knowledge:</b> Through discovery and imagination, I can develop and use problem-solving strategies to meet design challenges with a food or textile focus. TCH 2-11a. Having evaluated my work, I can adapt and improve, where appropriate, through trial and error or by using feedback. TCH 2-11b.</p>