

Context

Pupils will work through the scheme of work to create a Fruit Supercrunch snack pot to share with a partner (friend or family member).

The outcome of the scheme of work could be shared with the school community through an assembly or school newsletter.

Aims

- Pupils will develop their knowledge of basic healthy eating messages
- Pupils will carry out research to help them design a fruit based Supercrunch snack pot
- Pupils will develop skills to safely use a range of basic food preparation skills
- Pupils will design, make and share their snack pot with a partner and evaluate the product

Key vocabulary

Ingredients -	Foods that are combined to make a dish
Flavour -	The taste of food or drink
Texture -	How something feels
Equipment -	Tools used for a particular purpose
Portion -	A helping of food served to one person
Recipe -	A list of ingredients and instructions for making a food dish
Evaluate -	To work out how good something is

Lesson Overview

Lesson	Main Activities	Learning Objectives
1 Eat A Rainbow	Make a rainbow of fruit and vegetables	<ul style="list-style-type: none"> Name and taste a range of fruit and vegetables Explain why it is important to strive for 5 every day Sort a selection of fruit and vegetables into colours of the rainbow
2 How Much Is Enough	<p>Learn about portion size through exploration and measuring</p> <p>Learn about where fruit and vegetables grow</p>	<ul style="list-style-type: none"> State the recommended number of portions of fruit and vegetables to eat daily Recall that the fruit and vegetable section is one of the largest on Eatwell Guide Experiment with portion size and give examples of what would count towards the Strive for 5 message Recognise fruit and vegetable availability and explain where it grows
3 Making A Fruit Kebab	Prepare and make a fruit kebab snack with a selection of fruit	<ul style="list-style-type: none"> Carry out the hygiene in the kitchen rules e.g. washing hands, tying hair back, not coughing or sneezing over food. Perform simple food preparation skills to make a fruit kebab safely and hygienically Evaluate and express opinions about the appearance and taste of their fruit kebab
4 Taste Testing	<p>Taste different yoghurt and cereal to aid recipe planning for Supercrunch</p> <p>Recall ingredients and plan recipe and evaluation questions</p>	<ul style="list-style-type: none"> Explore foods from the dairy and carbohydrate sections of the Eatwell Guide which could be used to make a healthy snack Taste and evaluate different yoghurts and cereals to inform choice of ingredients for the recipe Design and plan a Supercrunch fruit snack based on the pupils' research
5 Making Supercrunch	<p>Recall and carry out getting ready to cook steps</p> <p>Perform simple food preparation skills safely and hygienically</p>	<ul style="list-style-type: none"> Recall basic food hygiene and food preparation skills Perform food preparation skills to make the Supercrunch fruit snack pot Taste the Supercrunch product along with a classmate or family member and carry out evaluation feedback
6 Writing A Recipe	<p>Create a recipe sheet</p> <p>Match the ingredients used in the Supercrunch recipe to the Eatwell guide</p> <p>Evaluate the snack</p>	<ul style="list-style-type: none"> Write up the recipe Identify how the ingredients fit in the Eatwell Guide Share findings from own taste-testing and that of another person Discuss possible adaptations to suit different preferences

● 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:

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from

Design And Technology

Pupils will be taught to:

Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- Select from and use a range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing)
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

English	Spoken language: Listen and respond appropriately to adults and their peers Articulate and justify answers and opinions Use spoken language to develop understanding through exploring ideas Participate in discussions Consider and evaluate different viewpoints
Mathematics	Measure and begin to record mass and weight.
Science	Identify and classify. Identify and name a variety of common wild and garden plants, including trees.
Art and Design	To use drawing to develop and share their ideas, experiences and imagination.
Health Education (by the end of primary school pupils, should know the following)	What constitutes a healthy diet (including understanding calories and other nutritional content). The principles of planning and preparing a range of healthy meals.

Areas of Learning	Children should be given opportunities to:
Personal and Social Development, Well-Being and Cultural Diversity	<p>Range of activities: Children should be given opportunities to develop their skills, knowledge and understanding through activities that allow them to make healthy choices and to develop and understand their own bodies and how to keep them safe and healthy.</p> <p>Personal Development: Become independent in their personal hygiene needs and to be more aware of personal safety. Develop an awareness of what they are good at and understand how they can improve their learning and use feedback to improve their work.</p> <p>Well-being skills: Develop an understanding that exercise and hygiene and the right types of food and drink are important for healthy bodies.</p>
Language, Literacy and Communication Skills	<p>Oracy skills: Talk about things they have made or done, explaining the process. Listen to and carry out increasingly complex instructions. Take part in activities with others and talk about what they are doing.</p> <p>Writing Skills: Sequence content correctly, e.g. instructions, recipes.</p>
Mathematical Development	<p>Using measuring skills: Use non-standard units to measure weight/mass.</p>
Knowledge and Understanding of the World	<p>Express their own opinions and feelings, and make decisions while considering the viewpoints of others.</p> <p>Reflect on and evaluate their own and others' work.</p>
Physical Development	<p>Personal: Use and handle a range of tools.</p>
Creative Development	<p>Art, craft and design: Develop their understanding of planning, designing, modelling, modifying and reflecting. Design and make simple products. Reflect on their own and others' work.</p>

<p>Health and Wellbeing</p>	<p>Physical wellbeing: I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. HWB 1-15a.</p> <p>Physical activity and health: I understand that my body needs energy to function and that this comes from the food I eat. I am exploring how physical activity contributes to my health and wellbeing. HWB 1-28a.</p> <p>Nutrition: By investigating the range of foods available I can discuss how they contribute to a healthy diet. HWB 1-30a. I experience a sense of enjoyment and achievement when preparing simple healthy foods and drinks. HWB 1-30b.</p> <p>Safe and hygienic practices: I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth. HWB 1-33a.</p> <p>Food and the consumer: 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 1-35a.</p>
<p>Literacy and English (Listening and talking)</p>	<p>Finding and using information: As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose. LIT 1-04a.</p> <p>Understanding, analysing and evaluating: I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. LIT 1-07a.</p> <p>Creating texts: When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. LIT 1-09a.</p>
<p>Numeracy and Mathematics (Number, money and measure)</p>	<p>Measure: I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units. MNU 1-11a.</p>
<p>Sciences (Biological systems)</p>	<p>Body systems and cells: By researching, I can describe the position and function of the skeleton and major organs of the human body and discuss what I need to do to keep them healthy. SCN 1-12a.</p>
<p>Technologies</p>	<p>See Health and wellbeing links.</p> <p>Food and textile contexts for developing technological skills and knowledge: Through discovery and imagination, I can develop and use problem-solving strategies to meet design challenges with a food or textile focus. TCH 1-11a. Having evaluated my work, I can adapt and improve, where appropriate, through trial and error or by using feedback. TCH 1-11b.</p>