

Context

Pupils will work through the following scheme to create a breakfast dish for a friend.

Aims

- Pupils will develop knowledge about healthy eating and the origins of foods
- Pupils will prepare ingredients and practice food preparation and cooking skills
- Pupils will be aware that others may have different dietary preferences/needs so dishes may need to be modified
- Pupils will design, make and evaluate their dish

Key vocabulary

Eatwell Guide-	A chart that shows how much of what we eat overall should come from each food group to achieve a healthy, balanced diet
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 a 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 The Eatwell Guide	Explore the Eatwell Guide and match breakfast food and drink items to the different groups Identify if the food and drinks are from plant or animal origin	<ul style="list-style-type: none"> Investigate the range of breakfast food and drink items available Match breakfast food and drink items to the different groups in the Eatwell guide Explain what a healthy breakfast should include Identify which breakfast items are from plant or animal origin
2 Breakfast Is Important	Discover which breakfast foods might keep us fuller for longer Race to lunch activity	<ul style="list-style-type: none"> Explain why it is important to eat breakfast every day State which foods make up a healthy breakfast Explore which breakfast foods keep us fuller for longer Outline what happens to our bodies if we don't eat breakfast
3 Breakfast Bagel	Practise getting ready to cook and food preparation skills Taste and offer feedback Consider dietary preferences	<ul style="list-style-type: none"> Learn how to prepare to cook Learn simple food preparation skills (bridge hold when cutting and spreading skills) to prepare a breakfast bagel safely and hygienically Taste a bagel, evaluate the item and use this to offer feedback Learn that people have dietary preferences and needs
4 Designing A Porridge Pot	Design a porridge pot and use feedback to inform planning Write and draw a recipe sheet.	<ul style="list-style-type: none"> Discuss why some people may have dietary preferences or needs Plan and design an Oaty porridge breakfast dish for a friend Suggest a name for the recipe Write a recipe sheet to include a title, list of ingredients and equipment
5 Creating A Porridge Pot	Make a porridge pot for a friend Taste and evaluate using sensory evaluation and provide feedback.	<ul style="list-style-type: none"> Learn hygiene in the kitchen and food safety Practise food preparation skills Make a porridge pot that meets their design Taste products and contribute to sensory evaluation
6 Evaluating The Dish	Evaluate the porridge dish and suggest changes based on the feedback	<ul style="list-style-type: none"> Evaluate their dish and suggest ways it could be improved Think of adaptations to suit other dietary preferences/needs Use sensory evaluation vocabulary to evaluate 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>