

Cooking and Nutrition – Sensational Salads

End of Unit Goal: To select from an use a wide range of ingredients, according to their characteristics, to make a salad. To select from and use a range of tools to make a salad.

Date	Learning Objective	Learning Outcome	Task/activity	Resources	Key Vocabulary
Lesson 1	<p>I can name different fruits and vegetables.</p> <p>I can explain where some food grows.</p>	<p>To explore and evaluate a range of fruits and vegetables.</p>	<p><u>Main Teaching</u></p> <p>Sing the song lyrics to Cauliflowers Fluffy, but don't show the children the video yet. Children use their whiteboards to write down the names of any fruit or vegetables they hear- share. Feely bag – (The bag should contain a small selection of the fruits and vegetables heard in the song. Include some of the more unusual foods) Touch it, squeeze it, stroke it, and poke it, but don't look – Can you name it? When they've had a guess, children take the fruit/vegetable from the bag and match it to the correct name. Explain that some of these fruits and vegetables grow above the ground and some below (root vegetables.)</p> <p><u>Differentiated Activities/Challenges</u></p> <p>Children will work in groups using the Fruit and Vegetable Sorting Activity Sheet to have a go at sorting the foods into two groups, foods that grow above the ground and foods that grow below the ground (root vegetables). This activity allows lots of opportunity for speaking and listening. The children will be more confident with some familiar fruit and vegetables, but less common ones they will need to discuss and agree upon which group they think they belong to. Use two hoops and the labels on the Activity Sheet to help the children see the two clear groups. T to take photos for books.</p>	<p>Youtube, feely bag, fruits and vegetables, hoops, Where our food comes from ppt.</p>	<p>Fruit, vegetable, plant, root, cauliflower, cabbage, strawberries, beetroot, onions, apples, plums, broad beans, blackberries, rhubarb, marrow, gooseberries, celery, lettuce, carrots , tomatoes, radishes, runner beans, turnips, potatoes.</p>

			<p><u>Plenary</u></p> <p>Take feedback from the different groups. Go through each fruit and vegetable. Choose groups to explain whether they think the fruit or vegetable grows above or below the ground. Show the answers in the hoops on the Lesson Presentation. Allow children to discuss their experiences of seeing the fruit and vegetables growing such as when they have been blackberry picking.</p>		
Lesson 2	I can explore and evaluate existing products. I can explain why I need to eat fruit and vegetables.	To explore and evaluate a range of fruits and vegetables.	<p><u>Main Teaching</u></p> <p>When children start the lesson they will have a Food Mat Activity Sheet on their desk. Quickly, they have to circle all of the food they think is healthy. Introduce the eatwell plate and discuss where the food on their mat belongs on the plate and whether it is healthy or not. Why is it important to eat vegetables? Initiate discussion. Fruits and vegetables are rich in vitamins and minerals that help you feel healthy and energised. Explain that eating plenty of fruits and vegetables may help reduce the risk of many diseases; including heart disease, high blood pressure, and some cancers. Eating plenty of fruit and vegetables also helps us to go to the toilet which is also good for us! (Note these issues may be sensitive for some children). Re-look at the eatwell plate and highlight the large portion of fruit and vegetables that should be eaten daily; at least five a day. Explain that five portions a day seems like a lot but today they are going to look at clever ways to eat their five a day. Show a selection of different salads and explain that they are all made using some of the root vegetables that they learnt about last lesson.</p> <p><u>Differentiated Activities/Challenges</u></p> <p>Children use tasting spoons to sample the different salads and then write a short evaluation about the salad using the Salad Evaluation Activity Sheet.</p> <p><u>Plenary</u></p> <p>Explain that next week they will be making their favourite</p>	Food Mat, Eatwell plate, Salad evaluation Sheet, Root salad ppt.	Evaluate, vegetable, root, salad, texture, smell, appearance, taste.

			<p>root vegetable salad so you need to know which salad was the classes' favourite. Complete a tally chart to record their votes. (As the children vote, invite individuals to explain why they chose the salad as their favourite. This will allow children to verbally evaluate the existing products.)</p>		
Lesson 3	I can prepare and make a healthy salad made from root vegetables.	<p>To select form and use a range of tools and equipment to make a salad. To select from and use a range of ingredients to make a root vegetable salad, according to their characteristics. To evaluate their skills against criteria.</p>	<p><u>Main Teaching</u></p> <p>Children talk in pairs to see if they know any food hygiene rules. Discuss and demonstrate the food hygiene rules using the Lesson Presentation. Discuss and demonstrate throughout the next activity safety procedures when using equipment. Refer to the Safe Preparation Skills Adult Guidance. Demonstrate how to make the salad which was the class favourite last lesson. Use key vocabulary when describing your actions. Ask the children to think about any verbs that describe your actions whilst making the salad.</p> <p><u>Differentiated Activities/Challenges</u></p> <p>Help children to get organised for their making. Encourage them to follow the recipe carefully by choosing the correct ingredients and equipment. Look for children who are following hygiene rules, using equipment safely and preparing food appropriately. (Photographs would be useful to record skills). It might be useful to pair children so while one child carries out an action such as cutting, the other child checks that it is being done safely, e.g. fingers out of the way</p> <p><u>Plenary</u></p> <p>Ask children to explain and talk about what they did, what went well and what could have been improved. Help the children evaluate their work against the recipe and the preparation skills and techniques discussed. On the Root Vegetable Evaluation Activity Sheet, children write about what they found tricky, describe the taste of</p>	<p>Root vegetable salad recipes, Differentiated evaluation sheets, ingredients to make salads, preparing salads ppt.</p>	<p>Hygiene, blend, grate, mix, peel, chop, slice, The Bridge, The Claw, Fork Safe.</p>

			the salad, draw a picture and give it a mark out of 5.		
Lesson 4	I can prepare a tasty fish salad.	To select form and use a range of tools and equipment to make a salad. To select from and use a range of ingredients to make a salad, according to their characteristics. To evaluate their skills against criteria.	<u>Main Teaching</u> Children talk in pairs to see if they can remember any food hygiene rules. Re-cap the food hygiene rules using the Lesson Presentation. Show children a variety of different kitchen equipment (listed under resources) and explain that there are lots of different pieces of equipment used in cooking, some of which have special jobs. For each piece of equipment question the children: What is this piece of equipment called? What does it do? Speedy Tuna Pasta Salad: Demonstrate how to use the equipment safely by following the recipe. <u>Differentiated Activities/Challenges</u> Help children to get organised for their making. Encourage them to follow the recipe carefully by choosing the correct ingredients and equipment. (This is a great opportunity to undertake some assessment of the children's increasing ability to prepare food Photographs would be a useful method to record these skills) <u>Plenary</u> Which piece of equipment did you find the hardest to use correctly and why?	Making a fish salad ppt, Tuna pasta recipe, ingredients, utensils	Hygiene, blend, grate, mix, zest, juice, chop, slice.
Lesson 5	I can explain where different fruits come from. I can prepare a tasty fruit salad.	To select form and use a range of tools and equipment to make a salad. To select from and use a range of ingredients to make a salad, according to their characteristics. To evaluate their skills against criteria.	<u>Main Teaching</u> Use this as a warm up activity. How many different types of fruit can we name? What is your favourite fruit and why? Show a selection of fruit and see if the children can name each one. (Include some with interesting insides which can be shown and later drawn, e.g. melon, kiwi fruit, passion fruit, star fruit or dragon fruit. Also include some which can be grown in the UK, e.g. apples, plums and pears. You may wish to only use fruit that is in season.) Without the children seeing, place a fruit into a bag. Pass the bag to a child and see if they can guess the fruit by feeling it. Repeat this several times allowing different children to have a go. Taking one fruit at a time,	Fruit salad ppt, feely bag, different fruits, utensils	Hygiene, peel, cut, fork safe, combine, fruit, recipe

		<p>ask the children if they can describe what it looks like inside. Half some of the fruits to reveal the insides and ask the children to describe what they can see. Children taste samples of the fruits and use their senses to describe them. Explain that we can grow some fruit outdoors in the UK such as apples, plums, pears, raspberries, blackberries, gooseberries and strawberries but some fruit such as kiwis, pineapples, lemons, oranges and passion fruit mainly grow in other countries. Ask the children if they know why? Explain that some fruit can only grow outdoors in hot countries where there is plenty of sun. Explain that fruit helps us to stay well and that we should eat different types of fruit, as well as other foods, every day. Ask them if they have had any fruit so far today.</p> <p><u>Differentiated Activities/Challenges</u></p> <p>Organise the children into groups. Each group can take turns to work with an adult and follow the simple recipe. Ensure children are ready to cook and then help them make their own fruit salads. Show them how to peel the bananas and satsumas. Show them how to safely slice the bananas and strawberries with a table knife, keeping their fingers away from the blade (refer to the Safe Preparation Skills Adult Guidance). Show them which side is sharp and should be used to cut. Get the children to work in pairs when they are cutting so they can check that each other are working safely.</p> <p><u>Plenary</u></p> <p>Using the fruits in the feely bag ask one of the children to go to a hiding place and put one of the fruits from the bag into the shoe box and cover it with the lid. The child should then return to the group. Each person can ask a question about the fruit to try and work out what it is. Do not allow any guesses to be made until a few children have had a go at asking a question. Give the children some examples of the questions they can ask, e.g. Is it hairy? Does it taste sweet? After the fruit has been correctly guessed summarise what you all know about</p>		
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