

Context

Pupils will work through the scheme of work to create a vegetable platter and dips. They will investigate food and healthy eating, practise food preparation skills and taste a variety of vegetables. They will also discuss and evaluate their favourite snacks and report back on their findings over the six weeks.

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

Aims

- Pupils will learn and increase their knowledge of a healthy and varied diet through current healthy eating messages
- Pupils will use this knowledge to research and design an appropriate recipe for a snack
- Pupils will practise good kitchen hygiene and food preparation skills when preparing the snack
- Pupils will make and evaluate their snack

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
Recipe-	A list of ingredients and instructions for making a food dish
Research-	To find information out about something
Seasonal food-	Food that is eaten during the same season that it naturally grows
Investigate –	To study something to find out the information
Consolidate-	To combine a number of things

Lesson Overview

Lesson	Main Activities	Learning Objectives
1 Snacks And Healthy Eating	<p>Discuss snacks, why we eat them and if they are healthy</p> <p>Discuss how snacks fit in the Eatwell Guide</p> <p>Look at sugar, salt and fat and their effects on the body</p> <p>Identify the pupils snack choices and frequency</p> <p>Interpret the traffic light food labelling system</p>	<ul style="list-style-type: none"> Identify popular snacks and decide if they are a healthy choice State what the Eatwell Guide shows and name the food groups Investigate which snacks the pupils choose and how often they eat them Interpret food labels to identify healthier snacks
2 Ready Veggie Go!	<p>Practise food preparation skills</p> <p>Taste and discuss vegetables and decide on their favourite</p>	<ul style="list-style-type: none"> Recall healthy eating messages focussing on fruit and vegetables Recall basic kitchen hygiene and knife usage rules Use a knife correctly and practise food preparation skills Taste vegetables and give their own opinions on taste, texture and smell Choose vegetables to serve as crudités Discuss the vegetables prepared, including where and how they grow and their seasonality
3 Delicious Dips	<p>Dissect the dips and sort the ingredients into the correct food group</p> <p>Prepare ingredients, taste them and provide a sensory evaluation</p>	<ul style="list-style-type: none"> State how dip ingredients fit into the Eatwell Guide and decide if they are healthy to eat often Prepare a range of ingredients safely and hygienically Taste and provide their own opinions about the ingredients and use sensory evaluation to describe them
4 Designing The Snack	<p>Set the design criteria for the snack</p> <p>Design and draw the snack dish</p> <p>List the ingredients and estimate the quantities needed</p> <p>Choose evaluation questions</p>	<ul style="list-style-type: none"> Set the design criteria that the dish must meet Create a dip recipe Select appropriate carbohydrate dippers Design and draw what the finished dish will look like List the ingredients and the quantities needed Choose evaluation questions
5 Preparing The Snack	<p>Follow instructions to make a dip with crudités</p> <p>Identify how the dish fits into the Eatwell Guide and feedback thoughts and opinions on the session and their snack</p>	<ul style="list-style-type: none"> Follow a recipe and perform food preparation skills safely and hygienically to make a healthy snack Describe how their recipe fits into the Eatwell Guide Give opinions about their work and evaluate the snack
6 Reporting Our Findings	<p>Summarise the information learned over the scheme of work</p> <p>Write a report for a school noticeboard about whether our snack choices need to change</p>	<ul style="list-style-type: none"> Demonstrate that snacks can be healthy, enjoyable and fun to make Promote family learning and parental communication by writing a report about healthy snacks

● 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

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
 Speak audibly and fluently with an increasing command of standard English
 Participate in discussions
 Consider and evaluate different viewpoints

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
 The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay)

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>Oracy: Explain information and ideas, exploring and using ways to be convincing, e.g. use of vocabulary, gesture, visual aids Express opinions about topics and written texts and include some supporting reasons</p>
Science	Pupils should be given opportunities to study the need for a variety of foods and exercise for human good health
Physical Education	Pupils should be given opportunities to identify how to eat and drink healthily in order to meet the energy requirements of different activities
Personal and Social Education Framework	<p>Health and emotional well-being: 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>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 2-15a.</p> <p>Physical activity and health: 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>Nutrition: By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan. HWB 2-30a</p> <p>Safe and hygienic practices: 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>Food and the consumer: By investigating food labelling systems, I can begin to understand how to use them to make healthy food choices. HWB 2-36a I can understand how advertising and the media are used to influence consumers. HWB 2-37a</p>
<p>Literacy and English</p> <p>(Listening and talking)</p>	<p>Creating texts: When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> o share information, experiences and opinions o explain processes and ideas o identify issues raised and summarise main points or findings o clarify points by asking questions or by asking others to say more. LIT 2-09a.
<p>Numeracy and Mathematics</p> <p>(Number, money and measure)</p> <p>(Information Handling)</p>	<p>Measurement: 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>Data and Analysis: I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way. MNU 2-20b</p>
<p>Sciences</p> <p>(Biological systems)</p>	<p>Body systems and cells: By investigating some body systems and potential problems which they may develop, I can make informed decisions to help me to maintain my health and wellbeing. SCN 2-12a</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 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>