

Topic: Cooking and Nutrition – Smoothies

National Curriculum Objectives which are covered in this unit:

Cooking and nutrition

Pupils should be taught to:

- Understand where foods come from.
- Use the principles of a healthy and varied diet to prepare dishes.

Make

Pupils should be taught to:

- Select from and use a range of tools and equipment to perform practical tasks.

Lesson sequence - include the key concept, L.O. and brief description of lesson

<p>WALT: identify fruits.</p> <p>Identifying fruits by finding seeds.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can name fruits and vegetables. • I can identify seeds. • I can sort fruits and non-fruits. <p>Pupils with secure understanding indicated by: naming fruits and vegetables; identifying seeds; classifying a food as a fruit or non-fruit.</p> <p>Pupils working at greater depth indicated by: drawing on their own understanding to determine whether a food is a fruit or not.</p>	<p>WALT: describe where fruits and vegetables grow.</p> <p>Identifying whether a fruit or vegetable grows aboveground or underground.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can name places where fruits and vegetables grow. • I can decide whether a fruit or vegetable will grow aboveground or underground. • I can make predictions about where edible parts of plants will grow. <p>Pupils with secure understanding indicated by: naming places where vegetables grow (aboveground and underground); naming places where fruits grow (aboveground, on bushes, trees, vines); using prior knowledge to decide whether produce will grow aboveground or underground.</p> <p>Pupils working at greater depth indicated by: making suggestions of useful plant choices for different meals.</p>	<p>WALT: practise food preparation skills.</p> <p>Practising cutting and juicing skills.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can use a fork to hold foods I am cutting. • I can use a table knife to cut soft foods. • I can use a juicer to get juice from fruits. • I can work safely and follow instructions. <p>Pupils with secure understanding indicated by: using a table knife safely to chop foods into equal pieces; using a fork to secure foods when cutting; extracting juice from a fruit with a manual juicer; identifying equipment used for each skill.</p> <p>Pupils working at greater depth indicated by: cutting foods into simple fractions.</p>	<p>WALT: select ingredients for a recipe.</p> <p>Tasting ingredients and choosing combinations for a recipe.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can choose fruits and vegetables to taste. • I can suggest fruits to put together based on taste. • I can describe a food's taste. • I can decide on three ingredients to create a recipe. <p>Pupils with secure understanding indicated by: following instructions to choose two fruits and a juice they like to create a smoothie; describing the taste, smell and look of different fruits.</p> <p>Pupils working at greater depth indicated by: choosing combinations of fruits that they like based on the taste and which ones taste good together; comparing fruits; describing why given fruits are the same or different.</p>	<p>WALT: apply food preparation skills to a recipe.</p> <p>Making a smoothie by following a recipe.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can gather the ingredients for a simple recipe. • I can cut and juice fruits as part of a recipe. • I can use my senses to compare my smoothie with my partner's. <p>Pupils with secure understanding indicated by: following a recipe to create a smoothie; identifying which ingredients to chop and which to juice; using their senses to describe and compare smoothies.</p> <p>Pupils working at greater depth indicated by: considering their ingredient choices in the context of other people and their healthiness; using prior knowledge to make links with foods they have tried before and their own product.</p>	<p>WALT: evaluate against the design brief.</p> <p>Evaluating a smoothie against a design brief.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can colour a template to create a carton design. • I can choose my favourite recipe. • I can talk to the class about the design brief. <p>Pupils with secure understanding indicated by: creating a carton design for a smoothie; deciding on the recipe they liked best after a discussion; discussing whether their smoothie fulfilled a design brief.</p> <p>Pupils working at greater depth indicated by: explaining their choices; suggesting other combinations of ingredients that might work well.</p>
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<p>Prior learning</p> <p><i>List year groups and topics with connected learning</i></p>	
<p>Future learning</p> <p><i>List year groups and topics with connected learning</i></p>	<p>Year 2 Balanced diet Year 3 Seasonal tart Year 5 Developing a recipe</p>
<p>Key vocabulary to be explicitly taught</p>	<p>cut design evaluate flavour fork fruit healthy ingredients juice juicer seed select smoothie stem table knife taste tree vegetable vine blend blender chopping board compare</p>
<p>Cross-curricular links</p>	<p>Science Working scientifically:</p> <ul style="list-style-type: none"> Identifying and classifying. Using their observations and ideas to suggest answers to questions. <p>Plants Pupils should be taught to:</p> <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.
<p>Enrichment</p> <p><i>Give visit/visitor/first hand experience and focus</i></p>	
<p>Useful websites/resources</p>	<p>KS1 D&T: Cooking and nutrition KO - Kapow Primary Vocabulary display: Cooking and nutrition: Smoothies</p>