

## Cooking and Nutrition – Dips and Dippers

**End of Unit Goal:** To design, make and evaluate their own dip and dippers.

**Talk like a Designer Sentence Stems** – I made this model because... I like/disliked this because... I think I can make this better by...

Date	Learning Objective	Learning Outcome	Task/activity	Resources	Key Vocabulary
Lesson 1	I can evaluate different dips and begin to think about where different foods come from.	To generate, develop and communicate their ideas through talking. Explore and evaluate an existing range of dips.	<p><u>Main Teaching</u></p> <p>Explain that today they will be tasting some dips and evaluating them. Have a selection of different dips on a table. For each dip ask: What is the dip called? On what occasion might it be eaten? E.g. snack, party, Greek meal. Use the Lesson Presentation to discuss where some dips originate and when and how they might be eaten in that country, e.g. Raita – India, Guacamole – Mexico, Hummus – Greece. Find the countries on the map included on the Lesson Presentation. Explain that next they will taste the different dips.</p> <p><u>Differentiated Activities/Challenges</u></p> <p>Children discuss how they might describe the different dips. Encourage the children to think about the key words: ingredients, dips, evaluate, senses, taste, texture, smell, appearance. Children use the differentiated Dip Evaluation Grid to help them describe a range of different dips when they taste them.</p> <p><u>Plenary</u></p> <p>Bring the children back together, ask them to work with a friend. Guess the dip – child to describe the colour taste</p>	Evaluating dips powerpoint, hummus, quacamole, salsa, raita, thousand island, breadsticks, dip evaluation differentiated sheets.	Fruit and vegetable names, names of equipment, and utensils, sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing ingredients.

			and texture of their favourite dip, can their friend guess which one it is?		
Lesson 2	I can explore different dippers and describe them.	To generate, develop and communicate their ideas through talking about dippers. To explore and evaluate a range of dippers.	<p><u>Main Teaching</u> Re-cap the last lesson. Explain that a dipper is the accompaniment to a dip. What dipper did we use last lesson? As a group on a large sheet of paper, write the word dipper in the centre. Children suggest any different foods that might work well to use as a dipper. Add them around the word 'dipper'. Share ideas on the Lesson Presentation. Explain that because you want them to really focus on evaluating the dipper you will use the same base ingredient as a dip. This base ingredient will be Greek/natural yoghurt.</p> <p><u>Differentiated Activities/Challenges</u> Give out the dippers for the children to evaluate. Explain that as a class they are going to create a shared sensory vocabulary. If the children already have the dipper on their piece of paper they will add any words they can think of to describe the dipper as they taste it. If they don't already have the dipper on their piece of paper they can use the Dipper Word Cards Activity Sheet to cut and stick the dipper name on and then they will add on any words to describe it. Children taste the different dippers, discuss them as a group and then add on to their large sheet of paper any sensory vocabulary to describe them such as crunchy, dry, hard, sweet and juicy. T to take photos for</p>	Exploring dips and dippers powerpoint, natural/ reek yoghurt, nachos, peppers. Breadsticks, carrots, crackers, cucumber, pittas bread, Speech bubble activity recording sheet.	Fruit and vegetable names, names of equipment, and utensils, sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing ingredients.

			<p>books. <u>Plenary</u></p> <p>Now for the Tasting Part: They are now going to share and explain their dipper preference and record their ideas. They can use any of the vocabulary from the group activity. Use the Speech Bubble Activity Sheet to record</p>		
Lesson 3	I can explain why I need to eat a balanced diet and a variety of food groups to stay healthy	To explore and evaluate a range of dips.	<p><u>Main Teaching</u></p> <p>Using the Lesson Presentation explain that foods can be sorted into 5 groups. Use the Food Groups Display Poster to help explain the groups. Explain that the size of the different sections represents which ones we should eat more of and which ones we should eat less of.</p> <p>Allow time for children in partners to discuss the ingredients in hummus looking at the Lesson Presentation. Children start to think about where the ingredients belong on the Eatwell Plate.</p> <p>Hummus Ingredients: Using the pictures help the children identify which groups the ingredients belong in. Invite children to move the images to the correct place on the plate. Re-cap the need to eat a balance and variety of foods from the different food groups in order to stay healthy.</p> <p><u>Differentiated Activities/Challenges</u></p> <p>Repeat the activity above using the ingredients for the guacamole and raita dip. Observe pairs and assess their understanding at this point to see which children will need</p>	Food Groups powerpoint, Eatwell plates, ingredient sheets for dips, sorting ingredients pictures for all dips, food groups poster	Fruit and vegetable names, names of equipment, and utensils, sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing ingredients.

			<p>extra support for the individual activity.</p> <p><u>Plenary</u></p> <p>Discuss the three dips we have looked at today, ask the children to pick which one they think is the healthiest and why.</p>		
Lesson 4	I can make dips and dippers	<p>To design purposeful, functional, appealing dips/dippers based on design criteria.</p> <p>To select from and use a range of ingredients according to their characteristics.</p>	<p><u>Main Teaching</u></p> <p>Start by discussing and demonstrating the food hygiene rules e.g. tie back long hair, aprons on, clean surfaces. Use a child and physically demonstrate each rule as it appears on the Lesson Presentation. Demonstrate safety procedures when using equipment throughout the next activity. Model how to make one or both of the dips using the Guacamole Recipe Activity Sheet and Easy Thousand Island Dip Recipe Activity Sheet. Use the making vocabulary when describing your actions. During the demonstrations encourage the children to think about different ingredients that could be added to dips such as grated carrot, beetroot, chopped pepper, cheese. Allow some children to join in. Work together to investigate the creative ways in which a dip could be presented, e.g. layered, blended or marbled.</p> <p><u>Differentiated Activities/Challenges</u></p> <p>Work closely together with adult support to practice some of the skills demonstrated and experiment with producing some different dips and dippers. They should be encouraged to mix a variety of ingredients together to explore different taste combinations. Rotate this group throughout the lesson so that everyone has a turn at the making part. T to take photos and write speech bubble for each child) - other groups to create food hygiene poster whilst waiting for their turn to make their dip.</p> <p><u>Plenary</u></p> <p>Children to try other groups dips.</p>	<p>Guacamole Recipe Activity Sheet and Easy Thousand Island Dip Recipe Activity Sheet, dip ingredients, utensils to cut and mix, modelling dips powerpoint, food hygiene activity sheet.</p>	<p>Fruit and vegetable names, names of equipment, and utensils, sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing ingredients.</p>

Lesson 5	I can plan my own dip and dipper.	To design a purposeful, functional and appealing dip and dipper based on design criteria. To generate and develop their ideas through talking and templates.	<p><u>Main Teaching</u></p> <p>Identify a context for their dip; giving meaning to why they are making it. They could imagine they are having an exciting event such as a summer tea picnic, party or a cultural event. Discuss who will be the intended eater of the dip and dipper. How could they make it appealing for this person? With the children's input set out a design criteria. This should include a balance of ingredients, appearance, smell, taste, texture. Model with the children using the Lesson Presentation how they could design their dip. Talk the idea through first then develop a method through illustrations and notes. Talk through as you develop your plan all the considerations such as ingredients, equipment and method. When adding the ingredients to the plan for your dip and dipper re-cap the different food groups using the Eatwell Plate. Ask which food groups are represented in the demonstration dip. Remind children of the previous work undertaken looking at different dips and dippers.</p> <p><u>Differentiated Activities/Challenges</u></p> <p>Use the Design Template Activity Sheet provided to record a plan of what they will do to make their dip and dipper. They need to think about ingredients, method and equipment (you may want to provide the children with a list of ingredients available to them next week, to limit the amount of resources needed for next session).</p> <p><u>Plenary</u></p> <p>Hold up designs, celebrate some of the children's designs and ideas. Try to choose children who have thought about the purpose and made it appealing for the event it will be eaten at. Refer back to the original design criteria when</p>	Designing a dip and dipper powerpoint, design template, eatwell plate	Fruit and vegetable names, names of equipment, and utensils, sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing ingredients.

			explaining things they have done well in their design. Other children should also give their opinions and suggestions for improvements.		
Lesson 6	I can follow my plan to make my own dip and dipper and evaluate it.	To design a purposeful, functional and appealing dip and dipper based on design criteria. To generate and develop their ideas through talking and templates. To select from and use a wide range of ingredients. To evaluate their dip/dipper against design criteria.	<p><u>Main Teaching</u></p> <p>Can you remember what we must do before we prepare food? Use a child to clearly model someone following the rules one at a time and then the whole class copying. This will ensure everyone is ready at the same time to start making the dips and dippers. Re-cap the necessary safety cutting techniques</p> <p><u>Differentiated Activities/Challenges</u></p> <p>Help children to get organised for their making. Encourage them to follow the plan they made by choosing the ingredients and equipment they planned to use. Children need to carefully follow their plans however, they should be encouraged to use a clean spoon to taste their dip and make adjustments to their designs accordingly. They should note any changes on their plans. Children should continuously evaluate and adjust their designs.</p> <p><u>Plenary</u></p> <p>Children evaluate their work against the plan they made using the Dip and Dipper Evaluation Activity Sheet. They explain what they did and talk about what went well and what could have been improved. Have they met the original design criteria?</p>	Making and Evaluating powerpoint, dip and dipper ingredients, utensils, evaluation sheet,	Fruit and vegetable names, names of equipment, and utensils, sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing ingredients.