

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.

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 name different fruits and vegetables. I can explain where some food grows.	To explore and evaluate a range of fruits and vegetables.	<u>Main Teaching</u> Look at a variety of fruit and vegetables (those that grow below and above ground.). Can the chn name them <u>Differentiated Activities/Challenges</u> 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. SEND Pre-teach fruits and veg with widget vocab cards. <u>Plenary</u> 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. Allow children to discuss their experiences of seeing the fruit and vegetables growing such as when they have been blackberry/strawberry picking.	Youtube, feely bag, fruits and vegetables, hoops, Where our food comes from ppt.	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.

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.	<u>Main Teaching</u> Recap eatwell plate from science unit of work. 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 salad foods. <u>Differentiated Activities/Challenges</u> Children taste different salad foods. <u>Plenary</u> Discuss what they liked/disliked. Make tally chart to show their preferences to support getting salad foods in for when making individual salads.	Food Mat, Eatwell plate, Salad evaluation Sheet,	Evaluate, vegetable, root, salad, texture, smell, appearance, taste.
Lesson 3	I can plan and design a salad.	To select from 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	<u>Main Teaching</u> Together look at what will make a good salad. Think about adding colour. Recap eatwell plate. What else could be add to our salad? Discuss adding lean protein. What might this be? <u>Differentiated Activities/Challenges</u> Use a design sheet to plan out a salad. Chn to label the different foods. <u>Plenary</u> Share and discuss the ingredients needed. (Shop for ingredients/paper plates)	Eatwell plate	Hygiene, blend, grate, mix, zest, juice, chop, slice.

		skills against criteria.			
Lesson 4	I can use a plan to make a healthy salad. I can use tools safely.	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> Starter- How many different types of fruit/veg 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, Without the children seeing, place a fruit/veg into a bag. Pass the bag to a child and see if they can guess the fruit/veg by feeling it. Repeat this several times allowing different children to have a go. Children talk in pairs to see if they can think of any food hygiene rules. Create a mind map of food hygiene rules. Show children a variety of different kitchen equipment 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? <u>Differentiated Activities/Challenges</u> Chn use tools to chop, grate and cut salad foods to make their own salad. Take photograph for books, children to enjoy eating their salads.	Equipment and ingredients for salads.	Hygiene, peel, cut, fork safe, combine, fruit, recipe
Lesson 5	I can evaluate my work.	To evaluate their skills against criteria.	<u>Main Teaching</u> Show the children the photographs from the previous lesson of their salads. Children to discuss in pairs what ingredients and equipment they needed to make their salad. Children to discuss important hygiene rules. Children to discuss in groups - What did you like about your salad. Discuss the different ways that the chn presented their salad foods. Could you have made it better? <u>Differentiated Activities/Challenges</u> Chn to complete an evaluation in sketchbooks.	Evaluation sheets, photographs	Hygiene, ingredients, evaluate.

