



Design Technology- MTP Cooking Unit- Autumn Term

Learning Ladders Covered:

Y1C-M2 I can identify if a food is fruit or a vegetable.

Y1C-M3 I am beginning to understand where and how fruits and vegetables grow.

Y1C-E1 I can evaluate different food combinations (through taste)

Y1C-E2 I can describe the appearance, smell and taste of the foods I am using.

Y1C-M1 I can chop fruit and vegetables safely to make a smoothie.

1	LI: I can identify if a food is a fruit or vegetable and name some. Lesson Delivery: Show pupils a selection of the cards from the Activity: Fruit and vegetable picture cards. As you hold up each card, ask the children what the picture is of (for example, a banana, potato, tomato). Accept one-word answers initially, such as 'banana', but then push the children to add one additional fact or adjective: for example, 'a banana, it is a fruit' or 'a banana, it is yellow/soft/curved'. What am I? When the children have recapped the names of common fruit and vegetables and their features, play the game 'What am I?' Tell children you are thinking of a fruit or vegetable* and that they have to ask questions that can only be answered with 'yes' or 'no'. Once at least three questions have been asked, the children can take a guess. *Avoid choosing a fruit that is often mistakenly referred to as a vegetable (cucumber, tomato, butternut squash, pepper). Encourage the first question to be 'Is it a fruit or vegetable?', so that children are conscious of the differentiation that will be explored during the rest of the lesson. It might play out as follows: Is it a vegetable? – No Is it shaped like a circle? – No Is it green? – No Is it yellow? Yes Is it a banana? Yes! Let a pupil take the role of the teacher, but make sure they first tell you the fruit or vegetable they are thinking of so you can step in to correct any inaccurate answers. Quick fire – fruit or vegetable? (5 minutes)	Resources Have ready • A plate for each table with a selection of fruit and vegetables, cut up but keeping seeds visible, for the children to handle: Pepper*, Avocado*, Cucumber*, Tomato*, Grapes (with seeds), Orange (with seeds), Apple, Strawberry, Banana, Mango, Carrot, Lettuce, Spinach • A large piece of sugar paper on each table, divided into two with the headings, 'Fruit' and 'Vegetable' or two large hoops for a sorting exercise • Sticky notes on each table (one per fruit and vegetable). • For tasting – small pieces of fruit that are often mistakenly referred to as vegetables (for example, cucumber, tomato, avocado, pepper) and small pieces of fruit that are commonly recognised as fruit. Print • Activity: Fruit and vegetable picture cards (see Classroom resources) – printed on A3 paper to be held up to the class	Key Vocabulary • fruit • vegetable • seed
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	Show children the cards from the Activity: Fruit and vegetable picture cards again, but this time ask them to classify each as either a 'fruit' or a 'vegetable'. Explain to the children that some food items we might consider vegetables are actually fruits. Ask the children if they know how you can tell which is which and allow them time to talk and share their thoughts. You will probably find that their answers revolve around expectations of taste, for example, fruit tastes sweet. Explain that the fruit is the part of a plant that contains seeds. Searching for seeds (10 minutes) Put a selection of the pre-cut fruit and vegetables on each table, together with sticky notes and a large piece of sugar paper, which you will have divided into two with the headings 'Fruits' and 'Vegetables'. Tell children that the fruit and vegetables are not to be eaten but investigated! Explain that the children must: Write the name of the item on a sticky note. Inspect each item and decide if the item has seeds or not. Put the post-it note on the sugar paper under the heading 'Fruits' or 'Vegetables', depending on whether they think the item has seeds (and so is a fruit) or no seeds (and so is a vegetable). Every child should be able to handle each fruit, looking for seeds. Vegetables: potato, carrot, green bean, lettuce, onion, spinach, celery, parsnip. Fruit: pepper*, avocado*, cucumber*, butternut squash*, tomato*, grape, apple, orange, kiwi, strawberry, banana, pineapple, mango, blueberry. Note that the fruit marked * are often mistakenly referred to as vegetables. Some fruits, like grapes and oranges, do not always have seeds, as this depends on the variety, which is why you should select seeded varieties for this lesson. When children have considered the category that each fruit or vegetable belongs to, check each table's sheet of sugar paper for any misconceptions and bring the children back to the carpet. Findings (5 minutes) Sit children in a circle and place two sorting hoops in the middle (if you don't have hoops, use two large pieces of sugar paper).		
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	Show the class each different piece of fruit and vegetable that they investigated, and ask them in which hoop it should be placed: the fruit hoop or the vegetable hoop. Leave the pieces of fruit that some children placed in the wrong category until last and discuss these in more depth. Tasting (10 minutes) Ask children if they were surprised by the findings that peppers, avocados, tomatoes and cucumbers are actually fruits. Using the cut-up fruit for tasting, give each child a piece of from each of the following lists: Fruit often mistakenly thought of as a vegetable: cucumber, tomato, avocado, pepper. Fruit normally recognised as fruit: apple, orange, pear, banana, pineapple, blueberry Ask the children why they think people often wrongly think of some fruit as being a vegetable? Explain to children that fruits (for example, cucumber) may not taste sweet but they are still fruits if they have seeds in them. Also explain that there are some fruits that we cannot eat because they are not edible and may be bad for us. Key questions What is this called, who has eaten this before? What are its tastes, smell, texture, and appearance? What will it look like if we peel or cut it in half? How might we describe its shape? Which parts do we eat? What might I need to do before eating this?		
2	LI: I can identify where plants grow and which parts we eat. Lesson Delivery: Ask the children how we classified the fruit and vegetables in the previous lesson. (By looking at which has seeds.) Show children the cards from the Activity: Fruit and vegetable picture cards. Ask the children to tell you, as a class, whether the card you are holding shows a fruit or a vegetable. Get the children to whisper, sing, shout, laugh or roar the answer! Explain to pupils that the fruit and vegetables are all plants and grow in three possible places – can they think of where these places might be? Take children's answers and combine them into three categories: Trees or vines. Above the ground.	Resources Have ready • Presentation: Where fruit and vegetables grow • Selection of fruits and vegetables that typically grow in your area for example bell peppers, oranges, apples, broccoli, onion and carrots – avoid using the same fruit and vegetables as used in the Presentation: Where fruit and vegetables grow (see Main event) Print • Activity: Fruit and vegetable picture	Key Vocabulary • Fruit • Leaf • Root • Seed • Stem • Vegetable

	Below the ground. Explain to the children that knowing which is a fruit and which is a vegetable, based on whether they have seeds, can tell us where they grow too. Fruit is the part of the plant that has seeds, and fruit grows on trees or vines. Vegetables do not have seeds but are parts of plants that either grow above or below the ground. Show slides 3 – 13 of the Presentation: Where fruit and vegetables grow The slides introduce which part of each plant we eat: Fruit Leaves Root Stem Now show the children a physical example of a selection of five to six fruits and vegetables that typically grow in your area. Discuss as a class where these fruit and vegetables must grow based on their characteristics. Avoid using the same fruit and vegetable examples as illustrated in the Presentation: Where fruit and vegetables grow, but you could use the examples highlighted below. Fruit We eat the fruit of the plant, which grow on a tree, a bush or a vine. A tomato is an example of a fruit that grows on a vine, and an apple is an example of a fruit that grows on a tree. Vine – tomatoes – cut open a tomato to show the children the seeds of the fruit. Try and buy tomatoes that are still on the vine so children can understand what this means. Tree – apples – cut open an apple to show the children the pips – the seeds of the fruit. Vegetables Vegetables grow above the ground or in the ground: Above the ground – lettuce. Show the children the lettuce and explain that we eat the leaves of the plant, even though the lettuce has roots that anchor it to the ground. Above the ground – celery. Show the children the celery, preferably choose celery that still has the leaves attached. Explain that celery is the stem of the plant (technically it is the leaf stalk). The roots of the plant are under the ground and the leaves come off the celery stalks. We can also eat the leaves. Underground – carrots. Show the children the carrots, preferably choose carrots that still have their leaves attached so it is easier to show the children that the carrot is actually	cards (one A3 teacher copy). • Activity: Where fruit and vegetables grow worksheet – page one copied to A3 (one per child) and page two copied to A4 (one per child).	
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	the root of the plant and grows underground, while the leaves are above ground. You can explain that carrots (and turnips, potatoes, radishes, swedes) are all roots and that is why we call them root vegetables. Children can use the Activity: Where our fruit and vegetables grow to identify where familiar fruit and vegetables grow by cutting and pasting pictures of fruit and vegetables onto a landscape – either on a tree, vine, above ground or below ground. Extension: Children can write next to the pasted image whether we eat the fruit, leaves, stem or root of each of these plants, and/or they can draw any additional fruit and vegetables they know and stick them in the correct place.		
3	LI: I can taste and compare fruit and vegetables. Lesson Delivery: Explain to the children that today they will decide on what ingredients they need to make a smoothie. Have you ever drunk a smoothie? What did it taste like? What kind of food goes into smoothies? Are smoothies good for your body? (Children may talk about fruit and vegetables being healthy; they may suggest sweet drinks not being good for their teeth.) Listen to the link: , which is about the importance of eating fruit and vegetables and food hygiene. Explain to the children that although the thought of drinking blended spinach may not sound very tasty, a mixture of fruit and vegetables in fact tastes very nice and is really good for you. First, let the children taste the smoothie you have prepared. Don't tell them what is in it. They should sip the smoothie and consider what flavours they can taste. Encourage them to think about the colour too. Come up with a final decision as to what the smoothie flavour is and then reveal the actual ingredients. Main Teach:	Resources Have ready • Ready-made smoothies to taste, enough for each child (preferably a smoothie containing fruit and vegetables). • Cups (one for each child). • Plates with ingredients for each smoothie (three on each table): • Three carrots (peeled and cut into batons). - Half a pineapple (peeled and cut into batons). - One mango (peeled and cut into batons). • Three carrots (peeled and cut into batons). • Half a pineapple (peeled and cut into batons). • One mango (peeled and cut into batons). • Half a bag of fresh spinach leaves. - Two bananas (sliced). - Half a punnet of green grapes (cut lengthways not widthways to avoid being a choking hazard). - Two apples (cored and chopped). • Half a bag of fresh	Key Vocabulary • Fruit • Smoothie • Healthy • Vegetables

	Arrange plates with small pieces of each ingredient in the following smoothies, so that the children will each be able to taste a variety of foods rather than relying on what they know. Organise the children ready to taste a sample of each food. Plate 1: Carrot, pineapple and mango smoothie Three carrots (cut into batons). Half a pineapple (diced). One mango (diced). Plate 2: Spinach, banana, grape and apple smoothie Half a bag of fresh spinach leaves. Two bananas (sliced). Half a punnet of green grapes (cut lengthways not widthways to avoid being a choking hazard). Two apples (cored and chopped). Plate 3: Cucumber, banana and strawberry smoothie One cucumber (chopped into batons). Two bananas (sliced). Half a punnet of strawberries (sliced). These recipes each make four servings. After tasting each ingredient, the children use the Activity: Smoothie ingredient taste testing to write down what they think of the ingredient: its appearance, feel, smell and taste. They must add a tick or cross to say whether or not they liked the ingredient. The smoothie that each child chooses to make will be the one that contains the most ingredients they like.	spinach leaves. • Two bananas (sliced). • Half a punnet of green grapes (cut lengthways not widthways to avoid being a choking hazard). • Two apples (cored and chopped). • One cucumber (cut into batons) Two bananas (sliced). Half a punnet of strawberries (sliced). • One cucumber (cut into batons) • Two bananas (sliced). • Half a punnet of strawberries (sliced). • Link: 'BBC Bitesize - The 'Five a day song' - eating fruit and vegetables' Print • Activity: Smoothie ingredient taste testing (one A3 copy each).	
4	LI: I can make a fruit and vegetable smoothie. Lesson Delivery: Safety procedures Show the children: The equipment they will use (chopping board, knives, blender). Go over the safety aspects of using a blender and explain to the children that they must not touch the buttons unless instructed to do so by the adult they are working with. Explain that they will have the opportunity to cut up one soft ingredient from their recipe. They will learn to use 'claw' grip to hold food safely. This is best modelled at the adult supervised table immediately before the children do it themselves (see Main event). Preparing fruit and vegetables	Resources Have ready • Three tables set up with the ingredients for smoothies. • One table set up with butter knives and chopping boards – this table will be under adult supervision. • Ingredients for smoothies (each recipe makes enough for four servings; the quantity of each ingredient needed will depend on the choices made in 'Lesson 3:	Key Vocabulary • Carton • Design • Flavour • Healthy • Peel • Slice • Smoothie

	Be explicit about washing your hands before you touch any foodstuff, drying them on a paper towel or hand towel. Explain that, while many fruits and vegetables do not need to be cooked before they can be eaten, we do still need to prepare them before we put them into our mouths. Show the children the fruit and vegetables they will use for their smoothies. Ask what they need to do to prepare them. Involve a few children in washing carrots, strawberries and grapes. Show the pineapple: How would you prepare this to be eaten? Slice into the mango to show the stone inside – Is it a fruit or vegetable? How would you prepare it for the smoothie? Show a banana and ask the children what they need to do before eating it. Fruits and vegetables often need to be peeled or sliced. Ask the children: What does 'peeling' mean? (They will probably have experience peeling bananas or satsumas. Discuss how some fruit and vegetable skin requires a tool to peel it, and model this by peeling a carrot.) Why do fruit and vegetables have skins? (To protect the fruit or vegetable from the environment, like cold frosty days or bacteria, while it grows. To discourage insects, birds and animals from eating it so it can ripen.) Make: (20 minutes) The number of smoothies you can make at any one time will depend on the number of blenders you have and how many adults you have helping. Organise pupils into groups so that a manageable number are preparing their smoothies at the same time. The rest of the class can be completing the Activity: Smoothie carton design template. 1. With the group making smoothies, recap rules about hygiene: the need to wash hands, tie hair back, roll up sleeves and clean the work surfaces. 2-A. Model how to hold food in a claw position with the knife away from the fingers. Using a banana is useful for this demonstration. Partly curve your fingers together to make a 'claw', grip the banana firmly with your thumb and fingers, then cut into slices, moving the claw hand back along the fruit as you slice. Emphasise first checking you are holding the knife cuttingside down, and taking your time to position your claw each time before cutting. 2. Arrange the children around the supervised table with the fruit they will be cutting (refer to the recipes.) They cut the soft fruit using the claw grip.	Smoothie ingredient testing' • Optional: water, apple juice or orange juice to thin down any smoothies that are too thick. • Blenders. • Butter knives. • Chopping boards. • Paper/hand towels. • Disposable cups (two per pupil – one to taste their smoothie and one to taste a smoothie made from a different recipe.) Print • Activity: Smoothie recipes and instructions (see Classroom resources) • Activity: Smoothie carton design template (see Classroom resources) – one per pupil • Activity: Smoothie evaluation (see Classroom resources) – one per pupil	
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	3. Pupils prepare the rest of the fruit and vegetables ready to be blended, using the recipes to guide them. 4. Help pupils to blend their smoothies. If the smoothies are too thick, they can be thinned down with water or orange juice and then blended again. Evaluate: Take a picture of each child with their smoothie and give each child a copy of the Activity: Smoothie evaluation. Ask the children to discuss and then fill in the two thought bubbles: What I found hard was... What I learned was... Using the second cups, give children a sample of a smoothie that they didn't make and ask them to comment on the colour, texture and taste. If you were not able to make lots, you can do this in pairs – you may or may not choose to record this.		
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