

Learning objective	Success criteria
To understand how ingredients are reared and processed.	- I can identify the ingredients in spaghetti bolognese. - I can create an informative poster. - I can explain the journey of beef from farm to table.
Before the lesson	
Have ready - Whiteboard and pen (one each – see Attention grabber). - Flipchart (see Attention grabber). - A4 plain paper (one each – see Main event). - Felt tip pens or coloured pencils (a selection per table – see Main event). - Sticky notes (one each – see Wrapping up). - Link: Assessment – Design and technology: Y5: Cooking and nutrition: Developing a recipe (optional – see Attention grabber). - Link: BBC - Spaghetti bolognese on VideoLink.* - Link: Beef - From farm to fork on VideoLink.* * These are external websites and we do not have control over their content – please check before showing them to the children. Print in advance - Activity: Farm to fork storyboard (see Adaptive teaching).	
Recap and recall	
Before undergoing this unit, you may want to check that children understand that: - There are different techniques to prepare food. - Healthy food forms part of a balanced diet. - Hygiene is important when working with food.	
Attention grabber	
Ask the children if they have heard of spaghetti bolognese. Arrange the children in pairs and hand out a whiteboard and pen to each child. Ask them to list the ingredients they think are in the dish. Allow the children time to complete the activity and then ask them to compare their ingredients with another pair. Play the link: BBC - Spaghetti bolognese on VideoLink (up to 3:51) and ask the children: - What is beef? (Meat from cows.) - What kind of beef is used in a bolognese recipe? (Mince.) - What flavours are discussed? (Savoury from the mince; sweet and sour from the tomato and red wine vinegar; salty and savoury from the parmesan cheese.) - What other ingredients did you see prepared? (Onion, celery, carrot, tomato puree and tinned tomato.) List the ingredients from the video on a flipchart page and keep it for later in the unit. Allow the children time to check	

their lists for ingredients they may have missed.

Optional – provide each child with a copy of the *Knowledge catcher* (see link: [Assessment – Design and technology Y5: Cooking and nutrition: Developing a recipe](#)) and ask them to complete it to the best of their ability. Explain that at the end of the unit, they will revisit it, adding more information in a different colour.

Main event

Explain to the children that they will make a poster or a storyboard about beef production for recipes like spaghetti bolognese.

Remind them of the video from the Attention grabber by asking:

- Which animal did beef come from? (Cows.)
- Where was beef produced? (On farms.)

Explain that they will watch another short video that outlines the journey of beef from farm to fork. Ask the children to take notes on a whiteboard as they watch the video on the link: Beef - From farm to fork on VideoLink.

Invite some of the children to share what they found out. Use the questions below to guide their thinking and record their responses on the flipchart.

- Where are cattle raised? (On farms.)
- How long does the farmer raise them for? (About two years.)
- How do we know the animals are properly cared for? (There are laws to make sure farmers look after their animals.)
- Why are the cattle tagged? (To keep track of them at each stage of their lives.)
- How does the farmer look after the cows? (They live outside and feed on grass in the summer; they live in a sheltered barn and are fed specific food in the winter.)
- Where do the cattle go to be turned into meat? (An abattoir.)
- Is the meat turned straight into beef products? (It is left to mature before turning into beef products.)

Ask the children to use their notes and the responses on the flipchart to create an informative poster about how beef gets from the farm to the supermarket.

Create a set of design criteria that the children should follow. For example:

- Have a clear title.
- Include facts about beef production.
- Include illustrations to explain clearly.
- Show the journey of beef from the farm to the supermarket.

Hand out sheets of A4 plain paper (one each) and coloured pens or pencils (a selection per table). Allow the children time to complete the activity.

Wrapping up

Invite the children to leave their finished posters on their tables and participate in a gallery walk around the classroom. Explain that they will view all the posters and choose one to leave positive feedback on.

Hand out sticky notes (one each) and ask the children to write a positive comment about one of the posters. Allow the children an opportunity to stick the note on the poster.

Ask the children to begin collecting the following for [Lesson 5: Designing labels](#) and [Lesson 6: Making bolognese](#):

- Supermarket bolognese packaging (jars and ready meals).
- Empty jars of any size.

Vocabulary

Abattoir

A place where animals are killed and processed into meat.

Beef

Meat from a cow.

Farm

To grow crops or keep animals as a business.

Ingredients

The foods a recipe is made from.

Process

A series of actions.

Assessing progress and understanding**Pupils with secure understanding indicated by:**

identifying the ingredients in spaghetti bolognese;
understanding how beef gets from the farm to our plates;
presenting the subject of their poster with clear and
relevant information.

Pupils working at greater depth indicated by:

considering the ethical issues around food production.

Adaptive teaching**Pupils needing extra support**

Could use the *Activity: Farm to fork storyboard* to help
them design their poster.

Pupils working at greater depth

Could be asked to consider why some people do not eat
meat.