



Primary food project: Lovely lunch

Age: 8-9 years

Time: 6 hours

Introduction

This food project has been developed to help children learn about healthy eating (including food groups, the proportion of food needed from different food groups, and composite dishes); seasonal ingredients; where some of their food comes from, and how to prepare a simple dish safely and hygienically. This learning will be delivered within the context of planning and making a sandwich for a lunchtime occasion.

Aims

- Pupils will develop and apply their knowledge and understanding of ingredients and healthy eating.
- Pupils will learn and practise food preparation and cooking skills.
- Pupils will design and create dishes for an intended user based on research.
- Pupils will make and evaluate their dish.

Teaching and learning overview

Lesson	Learning objectives
1	To be able to: <ul style="list-style-type: none"> recall the main messages from each of the Eatwell Guide food groups. identify and classify ingredients in composite dishes (<i>e.g. sandwiches</i>) according to the Eatwell Guide food groups. explain that the size of the food groups shows us the proportions in which different types of foods are needed for a healthy diet (<i>e.g. fruit and vegetables should make up around a third of what we eat</i>).
2	To be able to: <ul style="list-style-type: none"> name and explain some of the reasons that can affect food choice. explain what a healthy lunch should include by referring to inclusion of foods from the four main (largest) food groups and a drink. give examples of ways to make a sandwich healthier.
3	To be able to: <ul style="list-style-type: none"> prepare a topped savoury cracker safely and hygienically using spreading, slicing and arranging skills. describe how their topped savoury cracker tastes using sensory vocabulary.
4	To be able to: <ul style="list-style-type: none"> recall examples of foods available in different seasons and explain a benefit of choosing seasonal food. carry out research about a selection of different sandwiches. explain where a selection of ingredients come from and how they are processed.
5	To be able to: <ul style="list-style-type: none"> develop their own design criteria with guidance. design a sandwich based on their research and design criteria.
6	To be able to: <ul style="list-style-type: none"> recall and carryout the getting ready to cook steps. perform food preparation skills safely and hygienically to make their sandwich. evaluate their sandwich and suggest ways it could be improved.

Curriculum links

England	<p>Design and technology - Cooking and nutrition (Key Stage 2)</p> <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed <p>Design and technology</p> <p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world <p>RSE and Health Education By the end of primary school Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. <p>Science – Animals including humans (Year 4)</p> <ul style="list-style-type: none"> • describe the simple functions of the basic parts of the digestive system in humans
Northern Ireland	<p>The World Around Us KS1 (Year 3 and 4) Interdependence – Science and Technology</p> <ul style="list-style-type: none"> • How we grow, move and use our senses, including similarities and differences between ourselves and other children. • The variety of living things in the world and how we can take care of them. <p>Personal Development and Mutual Understanding KS1 (Year 3 and 4) Strand 1: Personal Understanding and Health Health, Growth and Change</p> <ul style="list-style-type: none"> • recognising and valuing the options for a healthy lifestyle, including the benefits of exercise, rest, healthy eating and hygiene <p>Keeping safe</p> <ul style="list-style-type: none"> • knowing about potential dangers and threats in the home and environment

	<p>Strand 2: Mutual Understanding in the Local and Wider Community Relationships in the Community</p> <ul style="list-style-type: none"> appreciating ways we are similar and different, for example, age, culture, disability, gender, hobbies, race, religion, sporting interests, abilities and work
Scotland	<p>Health and wellbeing Food and health – Nutrition All levels</p> <ul style="list-style-type: none"> I enjoy eating a diversity of foods in a range of social situations. (HWB 0-29a / HWB 1-29a / HWB 2-29a / HWB 3-29a / HWB 4-29a) <p>Second</p> <ul style="list-style-type: none"> By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan. (HWB 2-30a) I understand that people at different life stages have differing nutritional needs and that some people may eat or avoid certain foods. (HWB 2-32a) <p>Food and health - Safe and hygienic practices Second</p> <ul style="list-style-type: none"> Having learned about cleanliness, hygiene and safety, I can apply these principles to my everyday routines, understanding their importance to health and wellbeing. (HWB 2-33a) <p>Food and health - Food and the consumer Second</p> <ul style="list-style-type: none"> Through exploration and discussion, I can understand that food practices and preferences are influenced by factors such as food sources, finance, culture and religion. (HWB 2-34a) <p>Second</p> <ul style="list-style-type: none"> When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. (HWB 2-35a) <p>Technologies Food and Textile Technology – Food and Textile Second</p> <ul style="list-style-type: none"> I am developing dexterity, creativity and confidence when preparing and cooking food (TCH 2-04a) I can extend and explore problem solving strategies to meet increasingly difficult challenges with a food or textile focus (TCH 2-04c) I can discuss, debate and improve my ideas with increasing confidence and clear explanations (TCH 2-04d) <p>Sciences Biological systems - Body systems and cells Second</p> <ul style="list-style-type: none"> By investigating some body systems and potential problems which they may develop, I can make informed decisions to help me to maintain my health and wellbeing. (SCN 2-12a) I have explored the structure and function of sensory organs to develop my understanding of body actions in response to outside conditions. (SCN 2-12b)
Wales	<p>Health and Well-being Statement of what matters: Developing physical health and well-being has lifelong benefits Progression step 3</p>

- I can explain the importance of a balanced diet and nutrition and the impact my choices have on my physical health and well-being. I can plan and prepare basic, nutritious meals.

Science and technology

Statement of what matters:

Design thinking and engineering offer technical and creative ways to meet society's needs and wants.

Progression step 3

- I can draw inspiration to design from historical, cultural and other sources.
- I can creatively respond to the needs and wants of the user, based on the context and on the information collected.
- I can identify and consider factors when developing design proposals.
- I can use design thinking to test and refine my design decisions without fear of failure.
- I can apply my knowledge and skills when making design decisions in order to produce specific outcomes.
- I can consider how my design proposals will solve problems and how this may affect the environment.
- I can use design communication methods to develop and present ideas, and respond to feedback.
- I can combine component parts, materials and processes to achieve functionality and improve the effectiveness of my outcomes.
- I can select and safely use appropriate tools, materials and equipment to construct purposeful outcomes.

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Lesson 1: The Eatwell Guide

Time: 1 hour

Learning

Learning objective To be able to:	Learning outcomes	
recall the main messages from each of the Eatwell Guide food groups.	All pupils will ...	recall some of the Eatwell Guide messages.
	Most pupils should ...	recall the main messages from each of the Eatwell Guide food groups.
	Some pupils could ...	recall and explain the main messages from each of the Eatwell Guide food groups.
explain that the size of the food groups shows us the proportions in which different types of foods are needed for a healthy diet (e.g. <i>fruit and vegetables should make up around a third of what we eat</i>).	All pupils will ...	recognise that the Eatwell Guide food groups are different sizes and that this help us understand how much of what we should eat should come from each group.
	Most pupils should ...	explain that the size of the food groups shows us the proportions in which different types of foods are needed for a healthy diet.
	Some pupils could ...	explain that the size of the food groups shows us the proportions in which different types of foods are needed for a healthy diet and give an example such as, fruit and vegetables should make up around a third of what we eat.
identify and classify ingredients in composite dishes (e.g. <i>sandwiches</i>) according to the Eatwell Guide food groups.	All pupils will ...	identify the ingredients in composite dishes.
	Most pupils should ...	identify and classify ingredients in composite dishes (e.g. <i>sandwiches</i>) according to the Eatwell Guide food groups.
	Some pupils could ...	identify and classify ingredients in more complex composite dishes (e.g. <i>Shepherd's pie</i>) according to <i>The Eatwell Guide</i> food groups.

Teaching and learning activities

Activity	Resources and equipment
<p>Starter Explain to the children that over the next few weeks they will be learning about healthy eating, what other people choose to eat and why, seasonal food and the different types of sandwiches. They will then use what they have learnt to help them design and make a sandwich for someone in their family to eat at a lunchtime occasion.</p> <p>Revise the Eatwell Guide with the children by using The Eatwell Guide presentation, which looks at each food group in turn and its key messages.</p> <p>Undertake a short activity to give children the opportunity to consolidate where a selection of different foods belong on the Eatwell Guide. Three activity options are outlined below.</p> <ul style="list-style-type: none"> Use the drag and drop Eatwell Challenge to re-cap which foods belong in which food groups. 	<p>The Eatwell Guide presentation</p> <p>Eatwell Challenge (scroll to bottom of page)</p> <p>Food cards</p>

<ul style="list-style-type: none"> • Use a selection of real foods, or the Food cards, and ask the children to say where they belong or place them on an enlarged copy of the Blank Eatwell Guide. Discuss their responses and correct any errors. • Play the Eatwell Guide race games: Chalk a large Eatwell Guide on the playground. Game 1. Split the children into two teams, and give each child a food card. On your instruction, a child from each team can run to the correct food group, place their card on the ground in that group and then run back to their team. Once they reach their team, the next person can go. The first team to place all their cards correctly is the winner. Game 2. Shuffle the food cards and hand them out to the children. Call out the name of one of the food groups. Children with a food card that belongs in the group can run to stand in the correct food group. Check they are correct and send them back to their starting place. Repeat this, calling out different food groups. You could also try calling out two groups at a time. 	<p>Blank Eatwell Guide</p>
<p>Main</p> <p>Display The Eatwell Guide poster for reference. Explain to the children that they have been sorting one food at a time into the Eatwell Guide groups, but we mostly eat dishes and meals which are made of foods from more than one food group. These are called ‘composite dishes’ because they are dishes made from foods that come from more than one food group.</p> <p>Explain that a sandwich is a composite dish. Show the ham sandwich from the Sandwich images presentation. Ask the children to name the ingredients and say where each one belongs on the Eatwell Guide:</p> <ul style="list-style-type: none"> • <i>Fruit and vegetables</i> – lettuce, tomato; • <i>Potatoes, bread, rice, pasta and other starchy carbohydrates</i> – seeded bread; • <i>Beans, pulses, fish, eggs, meat and other proteins</i> – ham; • <i>Oils and spreads</i> – spread. <p>Acknowledge that foods from the <i>Dairy and alternatives</i> group are not included in this sandwich, so a person having a sandwich like this would need to think about what else they would eat during the day to make sure they include some food from the <i>Dairy and alternatives</i> group (e.g. <i>they might have some milk or a yogurt</i>).</p> <p>You could repeat this activity with other sandwich images from the presentation.</p> <p>Ask the children if they can give an example of another composite dish and talk through the ingredients and where they belong on the <i>Eatwell Guide</i>. (E.g. <i>Pizza – bread base, tomato sauce, vegetables and cheese.</i>)</p> <p>Use The Eatwell Guide poster (or the first slide from The Eatwell Guide presentation) to talk about the sizes of the food groups. Question the children:</p> <ul style="list-style-type: none"> • Why are the food groups different sizes? (<i>To help us understand how much of what we should eat should come from each group.</i>) • Which groups should we eat most food from? (<i>Fruit and vegetables and Potatoes, bread, rice, pasta and other starchy carbohydrates groups.</i>) 	<p><u>The Eatwell Guide poster</u></p> <p>Sandwich images presentation</p>

<ul style="list-style-type: none"> • What do we know about how much we should eat from the two largest groups? (<i>Fruit and vegetables group – eat at least 5 A DAY. Potatoes, bread, rice, pasta and other starchy carbohydrates – eat foods from this group at every main meal.</i>) • Which food groups do we need ‘some’ foods from every day? (<i>Dairy and alternatives foods and Beans, pulses, fish, eggs, meat and other proteins.</i>) <p>Provide a selection of sandwich recipes (see suggestions in the adjacent column). Instruct the children to choose three recipes to analyse using the What is it made from? Worksheet.</p>	<p>Crunchy chickpea sandwich</p> <p>Chicken and salad pitta pockets</p> <p>Tuna and bean wraps</p> <p>Triple decker sandwich</p> <p>What is it made from? worksheet</p>
<p>Plenary</p> <p>Go through a selection of the sandwich recipes and check the children have put the foods in the correct food groups. Look at how each sandwich covers the Eatwell Guide food groups. Question the children:</p> <ul style="list-style-type: none"> • What else could be eaten with the sandwich to make a healthy lunch that includes food from the four main (largest) Eatwell Guide food groups? (<i>E.g. fruit and vegetables, a yogurt.</i>) • What would be a healthier drink to have with the lunch? • Go through each food group and recap the main message for the group as well as highlighting the proportions of our diet that should come from that group. 	
<p>Related activity ideas</p> <p>Ask the children to research different types of sandwiches. Gather images of different sandwiches to create a display. You could task specific groups in the class to find pictures of particular types of sandwich. For example:</p> <ul style="list-style-type: none"> • open sandwiches; • multi-layered sandwiches, e.g. BLT; • toasted sandwiches, e.g. croquet monsieur, panini; • rolls; • pinwheels; • filled pitta bread; • bagels; • flatbread/wraps; • cut out/shaped sandwiches. <p>You could use the photos in the Sandwich images presentation to get your display started.</p>	

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Lesson 2: Sandwich analysis

Time: 1 hour

Learning

Learning objective To be able to:	Learning outcomes	
name and explain some of the reasons that can affect food choice.	All pupils will ...	recall one or two reasons that affect food choice.
	Most pupils should ...	name and explain some of the different factors that can affect food choice.
	Some pupils could ...	name and explain a range of the different factors that can affect food choice.
explain what a healthy lunch should include by referring to inclusion of foods from the four main (largest) food groups and a drink.	All pupils will ...	name some of the features of a healthy lunch.
	Most pupils should ...	explain what a healthy lunch should include by referring to inclusion of foods from the four main (largest) food groups and a drink.
	Some pupils could ...	explain, in greater detail and with examples, what a healthy lunch should include by referring to inclusion of foods from the four main (largest) food groups and a drink.
give examples of ways to make a sandwich healthier.	All pupils will ...	give one example of how to make a sandwich healthier.
	Most pupils should ...	give examples of ways to make a sandwich healthier.
	Some pupils could ...	give and explain a number of ways to make a sandwich healthier.

Teaching and learning activities

Activity	Resources and equipment
<p>Starter Talk about types of sandwiches children have eaten before and when they have eaten these. Occasions might have been:</p> <ul style="list-style-type: none"> • school; • party; • camping; • picnic; • holiday. <p>Question the children:</p> <ul style="list-style-type: none"> • What is your favourite type of sandwich and why? Make a note of the children's responses. Use this to illustrate that there are a range of personal preferences in the class and reasons for these. • Why do people eat different foods? <p>Discuss some of the reasons for different food choices, such as:</p> <ul style="list-style-type: none"> • preferences – likes, dislikes; • medical – allergy/intolerance e.g. nuts, gluten; • beliefs – religion, culture, vegetarian; • availability – in the local region or nationally; • lifestyle - skills, time, money. 	

<p>Summarise that it is really important to think about what others can and like to eat when we are planning food for them, or we may make something they cannot eat.</p>	
<p>Main Show children the Healthy lunch checklist and talk through what makes a healthy lunch.</p> <p>Provide each group of children with a set of the Dietary requirement cards. These show the different dietary requirements and food preferences for a selection of characters.</p> <p>Task the children to plan a healthy lunch to meet the dietary requirements and food preferences of one (or more) characters. They could use the Perfect lunch worksheet to record their work.</p>	<p>Healthy lunch checklist</p> <p>Dietary requirement cards</p> <p>Perfect lunch worksheet</p>
<p>Plenary Select some of the characters from the Dietary requirement cards and ask the children who have planned a lunch for that character to share their ideas.</p> <p>Check that children’s ideas meet the needs of the character and the Healthy lunch checklist.</p>	
<p>Related activity ideas The children could carry out a survey of pupils and teachers in the school to investigate one of the following:</p> <ul style="list-style-type: none"> • most popular sandwich filling; • most common dietary requirement or food preference. <p>They could use the information collected to create a chart or graph.</p> <p>You may like to explore the process of digestion with the children using the Digestion resources.</p>	<p>Digestion resources</p>

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Lesson 3: Food skills - spreading, slicing and arranging

Time: 1 hour

Learning

Learning objective To be able to:	Learning outcomes	
prepare a topped cracker safely and hygienically using spreading, slicing and arranging skills.	All pupils will ...	with support, prepare a topped cracker safely and hygienically using spreading, slicing and arranging skills
	Most pupils should ...	prepare a topped cracker safely and hygienically using spreading, slicing and arranging skills
	Some pupils could ...	prepare a topped savoury cracker safely and hygienically using spreading, slicing and arranging skills confidently
describe how their topped cracker tastes using sensory vocabulary.	All pupils will ...	describe how their topped savoury cracker tastes using basic sensory vocabulary.
	Most pupils should ...	describe how their topped savoury cracker tastes using sensory vocabulary.
	Some pupils could ...	describe how their topped savoury cracker tastes using adventurous sensory vocabulary.

Teaching and learning activities

Activity	Resources and equipment
Note: During this project the children will be tasting and handling ingredients. Remember to send out the Ingredient check letter to check for any food allergies/ intolerances and/or other dietary requirements that may mean children cannot handle or taste certain foods.	Ingredient check letter
<p>Main</p> <p>Explain to the children that in the lesson they will be practising their slicing and spreading skills for when they make their sandwich in lesson six. To practice their skills, they will top a savoury cracker for a snack.</p> <p>Organise the children in groups of six around each table. Cover each table with a clean, wipeable tablecloth.</p> <p>Place the following ingredients and equipment on each table.</p> <p>Equipment</p> <ul style="list-style-type: none"> • 3 x chopping boards • 3 x damp paper towels (these can be placed under chopping boards to keep them steady if they move around during cutting) • 3 x vegetables knives • 3 x table forks • 3 x table knives • 6 x small paper plates <p>Ingredients</p> <ul style="list-style-type: none"> • 3 x tomato halves (from 1½ tomatoes) • 3 x 8 cm, lengthways halved, pieces of cucumber • 3 x celery sticks • 3 x 15ml spoons, hummus 	<p>Equipment:</p> <ul style="list-style-type: none"> - Tablecloths - Paper towels - Other equipment, as listed in the body of the lesson plan (below) for each table. <p>Ingredients</p> <ul style="list-style-type: none"> - Ingredients as listed in the body of the lesson plan (adjacent) for each table.

- 3 x 15ml low fat soft cheese
- 6 x oat cakes, rice cakes or rye/grain-based crispbreads or crackers

The children will work in pairs with one person cutting at a time while the other checks this is being done safely. They will then swap roles. Each person needs to take a turn at slicing some of the tomato, cucumber and celery.

Explain to the children that they will be practising using a vegetable knife to slice foods.

Demonstrate how to use the fork secure technique to secure food and then the vegetable knife to slice the food. The halved tomatoes and lengthways halved pieces of cucumber should be placed flat side down so they are stable for cutting.

If the children are competent at this, you may wish to introduce the claw grip instead of the fork. Emphasise cutting thin, equal sized slices. Watch **The claw grip video** to see how to demonstrate this. You may also wish to show the children to reinforce the technique. The **Food skills guide** explains how to teach children different food preparation skills including the fork secure.

Note: The food skills focused upon in this Year 4 scheme are spreading and slicing. You may wish to include grating and snipping if you feel your class can cope with using a number of different food skills safely. Grating and snipping were focused upon in the Year 3 food project, *Be a baker* (lesson 4). You may find it useful to refer to this or the guidance about grating and snipping in the **Food skills guide**.

Show the children how to slice the tomato, cucumber and celery with the fork secure or claw grip. Emphasise the need to work safely with sharp knives – concentrate on what they are doing, cut down towards the chopping board, keep fingers out of the way, do not point their knives at people or wave them around. Explain to the children that they must stay at their tables with the knives and not carry them around the classroom.

After you have demonstrated the slicing, turn your chopping board over and explain that you are turning your board so you have a clean surface to place your cracker on. If you used a damp paper towel to secure the board while you were cutting, blot it with a dry paper towel before placing your savoury cracker on top.

Choose either the soft cheese or hummus, take an appropriate amount and demonstrate how to spread this evenly over the full surface of the cracker, being careful not to press too hard and break the cracker. After, choose one or two of the sliced ingredients and arrange them on top. Place the cracker on a plate. Explain that if the children have some remaining ingredients they can place these on the plate next to their cracker (to be eaten with the cracker when instructed).

Before the children begin their own food work, talk through the **Get ready to cook presentation** and question the children:

- What should you do when you get ready to cook?
- What is good personal hygiene?
- Why is it important to wash your hands?

[The claw grip video](#)

[Food skills guide](#)

[Get ready to cook presentation](#)

<p>Instruct the children to get ready to cook.</p> <p>Set them to work on the task reminding them to work in pairs and that each person should slice half of each ingredient before swapping to allow the other to take over. The children must watch their partner at all times to check they are working safely and that their hands are out of the way.</p> <p>As the children work, monitor them carefully to ensure they are using the vegetable knives safely.</p> <p>After all the children have created their topped cracker, remove the knives from each table and put these safely to one side to be washed. Task the children to clear and wipe their tables, stacking the remainder of their used equipment at a designated place in the room. You could organise some of the children to wash and dry the equipment at a later point.</p> <p>Allow the children to taste their topped cracker and any of the spare ingredients they put on their plate.</p>	
<p>Plenary</p> <p>Ask the children to describe how their cracker topping and the other ingredients using sensory vocabulary (aroma/smell, taste, texture). You could display the Sensory vocabulary cards to help.</p> <p>Ask the children to explain to you how to spread and how to slice safely.</p> <p>Ask the children to explain how they could make a sandwich using the spreading and slicing skills they have been practicing.</p>	<p>Sensory vocabulary cards</p>
<p>Related activity ideas</p> <p>Make a sandwich at home with an adult to practice their spreading and slicing skills.</p> <p>Find recipes for different sandwiches eaten around the world.</p>	

Primary food project: Lovely lunch

Lesson 4: Sandwich research

Time: 1 hour

Learning

Learning objective To be able to:	Learning outcomes	
recall examples of foods available in different seasons and explain a benefit of choosing seasonal food.	All pupils will ...	recall some examples of foods available in different seasons.
	Most pupils should ...	recall examples of foods available in different seasons and explain a benefit of choosing seasonal food.
	Some pupils could ...	recall examples of foods available in different seasons and explain more than one benefit of choosing seasonal food.
carry out research about a selection of different sandwiches.	All pupils will ...	with support, carryout research about a selection of different sandwiches.
	Most pupils should ...	carry out research about a selection of different sandwiches.
	Some pupils could ...	carry out research efficiently about a wide range of different sandwiches.
explain where a selection of ingredients come from and how they are processed.	All pupils will ...	explain where some ingredients come from and how they are processed in simple terms.
	Most pupils should ...	explain where a selection of ingredients come from and how they are processed.
	Some pupils could ...	explain where a selection of ingredients come from and how they are processed in greater detail (e.g. canning process).

Teaching and learning activities

Activity	Resources and equipment
<p>Starter</p> <p>Note: this lesson involves children undertaking research so you may wish to book your school computer room. Alternatively, you may wish to provide recipe books, magazines and sandwich shop menus.</p> <p>Ask the children if they know what 'seasonal' foods are and take some of their answers. Show children the Season cards and discuss the fruit and vegetables in season at each time of year in the UK. Can they think of any other foods in season at these times?</p> <p>Ask the children if they can think of any reasons why it might be good to eat foods in season. Explain that when foods are in season they:</p> <ul style="list-style-type: none"> • have finished growing and are ready to eat so they should taste at their best; • are often cheaper because there are plenty available so shops and supermarkets sell them for less to make sure they are all bought. <p>They might have noticed that even when some of these fruits and vegetables are not in season they still see them in shops and supermarkets. Can the children explain where they come from?</p>	<p>Season cards</p>

<p>Explain to the children that when foods are not in season in the UK they might be grown inside (e.g. hot houses) or bought over from other countries.</p> <p>You might like to explain that some food cannot be grown in the UK so always has to come from other countries, e.g. bananas, oranges.</p>	
<p>Main</p> <p>Explain to the children that in this lesson they will be doing some research to help them design their sandwiches.</p> <p>Their task will be to find and record information about three to five different sandwiches. They should look for sandwiches which are as different as possible (<i>e.g. types of bread, fillings, salad ingredients, shape and appearance</i>). They could undertake their research by using the internet, recipe books, magazines or visit sandwich shops or supermarkets (in person or online). You may wish to task them to work in pairs.</p> <p>After the children have completed their research, ask a few of the children to describe one of the sandwiches they have found.</p> <ul style="list-style-type: none"> • What bread does it use? • What is the filling? • What salad (vegetables or fruit) is included? • What shape is it? • Does it look attractive? How? (<i>E.g. how it is displayed, a garnish.</i>) • Could everyone eat this sandwich? (Help children to re-call some of the factors covered in lesson 2 regarding reasons for food choice.) <p>Choose one of the sandwiches discussed by the children. Take each ingredient in turn and ask the children to tell you about where each ingredient comes from and how it is processed so it is ready to be used in the sandwich. For example:</p> <ul style="list-style-type: none"> • Bread – made from flour from a plant called wheat. Flour is mixed with other ingredients, kneaded, left to rise, shaped and cooked. • Eggs – laid by a hen, cooked, peeled and chopped. • Tuna (canned) – from a fish. Tuna is caught, prepared, cooked, canned with liquid (water, brine or oil) and cooked again to remove any harmful bacteria. • Lettuce – from a plant which grows above ground. Lettuce is the leaves of the plant. The leaves are picked, washed and dried. • Carrot – from a plant which grows below the ground. A carrot is the root of a plant. Carrot is picked, washed, peeled, topped and tailed and grated. 	
<p>Plenary</p> <p>Ask the children to look at the sandwiches they have researched and give examples of the fruit or vegetables they contain.</p> <p>Question the children to see if they know if/when these fruit and vegetables are in season in the UK. You could show one of the websites, adjacent, to find out.</p>	<p>Websites with seasonal food information: National Trust BBC World Cancer Research Fund</p>

Related activity ideas

Task the children to find out how some sandwich ingredients are made or produced (*e.g. hummus, soft cheese, bread*). You could make some of these with the children.

Look at fruit and vegetables in the supermarket and where they are grown. Find UK foods and those from abroad.

Set pupils the task of creating their own seasonality posters to show examples of foods in season in the UK at different times of the year – spring, summer, autumn and winter.

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Lesson 5: Sandwich designing

Time: 1 hour

Learning

Learning objective To be able to:	Learning outcomes	
develop their own design criteria with guidance.	All pupils will ...	develop their own design criteria with support.
	Most pupils should ...	develop their own design criteria with guidance.
	Some pupils could ...	develop their own design criteria with some guidance.
design a sandwich based on their research and design criteria.	All pupils will ...	with support, design a sandwich based on their research and design criteria.
	Most pupils should ...	design a sandwich based on their research and design criteria.
	Some pupils could ...	design a sandwich based on their research and design criteria and provide clear instructions for making the sandwich.

Teaching and learning activities

Activity	Resources and equipment
<p>Note: Before the children begin planning their sandwiches, you might find it more manageable to provide a list of ingredients that will be available for the sandwiches. Suggestions are provided in the adjacent column.</p> <p>You could then have individual discussions with children who wish to use additional or different ingredients. Perhaps they could provide some of their own ingredients. The key food skills to be developed through this scheme (as practised in lesson 3) are spreading and slicing using the fork secure or claw grip. Remind the children that these will be the techniques they need to include and talk about the ingredient which can be prepared using these, e.g. cucumber, tomato.</p> <p>Starter Explain to the children that in this lesson they will be planning the sandwich for someone in their family to eat at lunchtime. Ask some of the children to report back on what they found out from their family member when they interviewed them for their homework.</p> <p>Explain that before they start you will work together to write a checklist (design criteria) to help make sure the sandwich they design is right for the person in their family.</p> <p>Start with a broad discussion to encourage the children to voice their thoughts on what they will need to consider before they plan a sandwich for their family member. Thoughts might include:</p> <ul style="list-style-type: none"> • which member of their family will be eating the sandwich; • the needs of the person eating the sandwich - what they can eat and what they like to eat; • the type of lunch occasion when the sandwich will be eaten; • making sure the sandwich contributes to a healthy diet; • making sure the sandwich looks appealing. 	<p>Suggested ingredients for slicing: -Cucumber -Tomato -Celery -Pepper sticks</p> <p>Suggested ingredients for spreading: -Butter/spread -Hummus -Soft cheese</p> <p>Suggested general ingredients: -Lettuce -Sweet corn -Cooked chicken -Ham -Tuna (canned)</p> <p>If you are also including grating and snipping skills (which were focused upon in the Year 3 scheme, <i>Be a baker</i>, lesson 4) you may like to offer the following ingredients.</p>

<p>Work together to turn the thoughts in to a set of three to four criteria the sandwich will need to meet to be suitable for their family member. Record these on a large sheet of paper or interactive whiteboard slide so they can be used as a reminder to the class when they are planning and as a checklist when the sandwich has been made.</p> <p>As you write and discuss each criterion, expand upon it to encourage children to think about the implications for their individual family members requirements (they will develop these further on their own worksheet in the main part of the lesson). For example, if the sandwich was to be eaten 'on-the-go' it would need to be easy to hold and firm so it would not fall apart - a roll or wrap might make a good casing. Flaky fillings might need to be avoided as they could fall out of the sandwich. In contrast, a sandwich for a party could be more delicate. Perhaps it could be an open sandwich with an attractive garnish.</p> <p><i>Here are some checklist (design criteria) examples.</i></p> <ul style="list-style-type: none"> • Person: will be suitable for my family member's needs (e.g. preferences, beliefs, allergies intolerances); • Occasion: will be suitable for the lunch occasion (e.g. on-the-go, sat at a desk, picnic, birthday lunch); • Healthy eating: follow the Eatwell Guide guidance: - include foods from at least three of the four main food groups; • Appeal: looks attractive (e.g. shape, presentation). 	<p>For grating: -Carrot -Apple -Cheese</p> <p>For snipping: -Chives -Spring onions</p>
<p>Main Give children a copy of the Sandwich planning sheet to complete. (<i>This resource has two sheets. Print it double sided along the short edge so it can be folded in half to form an A5 booklet.</i>)</p> <p>Explain that they will need to record how they will meet the criteria and then their design and method.</p> <p>Remind the children about other elements for consideration from other lessons.</p> <ul style="list-style-type: none"> • They will be practising their spreading and slicing skills (using the fork secure or claw grip) so they need to think about choosing ingredients that let them practise these – especially the slicing (lesson 3). • They might wish to use seasonal ingredients (lesson 4). 	<p>Sandwich planning sheet</p>
<p>Plenary Review learning:</p> <ul style="list-style-type: none"> • Why is it important to know information about the person you are designing and creating food for? <p>Note: After the lesson, you will need to review the children's designs and prepare the ingredients and equipment they will need to make their sandwiches in the following lesson.</p>	
<p>Related activity ideas Task the children to find out who invented the sandwich and how sandwiches have changed over time. How are sandwiches in shops and supermarkets made?</p> <p>The children could explore sandwich packaging and make their own sandwich pack.</p>	

Primary food project: Lovely lunch

Lesson 6: Make and evaluate

Time: 1 hour

Learning

Learning objective To be able to:	Learning outcomes	
recall and carry out the getting ready to cook steps.	All pupils will ...	recall and carry out the getting ready to cook steps, with support.
	Most pupils should ...	recall, explain and carry out the getting ready to cook steps.
	Some pupils could ...	recall, explain and carry out the getting ready to cook steps, independently
perform food preparation skills safely and hygienically to make their sandwich.	All pupils will ...	with support, perform food preparation skills safely and hygienically to make their sandwich.
	Most pupils should ...	perform food preparation skills safely and hygienically to make their sandwich.
	Some pupils could ...	independently perform a range of food preparation skills safely and hygienically to make their sandwich.
evaluate their sandwich and suggest ways it could be improved.	All pupils will ...	evaluate their sandwich.
	Most pupils should ...	evaluate their sandwich and suggest ways it could be improved.
	Some pupils could ...	evaluate their sandwich and suggest ways it could be improved with reasons.

Teaching and learning activities

Activity	Resources and equipment
<p>Starter</p> <p>Note: Before the lesson, you will need to organise all the necessary equipment and ingredients. The equipment can be shared but children will need to work with a person/people whose ingredients will be compatible with theirs to avoid cross contamination (e.g. contact with meat for a vegetarian).</p> <p>Ask the children to spend a few minutes reading through their sandwich designs. These can then be put in plastic wallets or displayed for the children to refer to during their sandwich making.</p> <p>Use the Get ready to cook presentation to recap what the children need to do before they cook. You may like to display the Let's get ready to cook poster as a reminder.</p> <p>Get yourself ready to cook and ask the children to check you are ready. Demonstrate how to make a basic sandwich using two slices of bread so you can deliver the following messages:</p> <ul style="list-style-type: none"> • Spreading –spread or a soft filling. Take an appropriate amount and spread it evenly across the surface. • Slicing – salad or filling ingredients. With the cucumber and tomato (and/or other suggested 'slicing' ingredients from lesson 5) partly prepared as they were in lesson 3 (halved), use the 'fork secure' or 'claw grip' to hold the food in place. Make sure the knife blade is facing down towards the 	<p>Get ready to cook presentation</p> <p>Let's get ready to cook poster</p>

<p>food. Cut carefully down towards the chopping board. Cut the pieces in equal sizes.</p> <ul style="list-style-type: none"> • Grating - salad or filing ingredients. (<i>Only demonstrate of you are allowing children to undertake grating in this lesson.</i>) Demonstrate how to grate a carrot or cheese. Use a box grater with a handle at the top. Grate carefully in downwards strokes. Be conscious of where your fingers are at all times and stop while you can still comfortably hold any remaining food. • Presentation – assembling the sandwich. Assemble the sandwich in an attractive way. Demonstrate how to slice the sandwich safely. Using the sharp knife, the children can cut half way across (from the middle of the sandwich towards the edge closest to them) and then turn their chopping board around so they can cut the rest of the sandwich in the same way. They could then cut the halves into quarters. Finally display the sandwiches on the plate. <p>You may like to look at the Food skills guide to recap the techniques.</p>	<p>Food skills guide</p>
<p>Main Ask the children to prepare themselves to ‘get ready to cook’. Check that they are ready. Instruct them to put tablecloths on their tables.</p> <p>Show them the equipment and ingredients. Decide on a system for the children to get the equipment and ingredients so everyone is not rushing at the same time. It might be useful for children to collect items on a tray. Hold back sharp knives and distribute these separately.</p> <p>Note: You may wish to have the tablecloths and a selection of equipment already out on each table.</p> <p>Remind the children that they will be cross checking each other in pairs so only one person will be cutting or preparing at any given time and the other person will be checking everything is being done safely. They should swap over after each food is prepared so no one is waiting too long.</p> <p>Instruct the children to begin their work. You may wish to take some photographs at various stages during the making to help the children evaluate their work.</p> <p>When the children have completed their practical work, gather the finished dishes together on one table. Remove the vegetable knives from all the tables. Instruct the children to clear the rest of the ingredients and equipment. They could stack these in washing up bowls at the side of the room to be cleared and washed up later. They could clean down their tablecloths and leave these to dry while their finished sandwiches are discussed.</p> <p>Gather the children around the table of sandwiches and discuss what they made and how their work went.</p> <ul style="list-style-type: none"> • Was any part of making the sandwich difficult? • Did you follow your plan or did you have to change anything? • Are you pleased with your final sandwich or would you like it to be different in any way? <p>After your discussions, cover the sandwiches (on their plates) with cling film and get the children to label their own. These should then be stored</p>	<p>Equipment: -Tablecloths -Chopping boards -Table knives -Table forks -vegetable knives -Paper plates –Cling film -name labels</p> <p>Ingredients: -Breads -fillings -Salad items (vegetables and fruit) Remember to partly prepare items such as tomatoes and cucumber so they have flat sides which can be placed on the chopping board to provide stability.</p> <p>For ingredients ideas, see the list on lesson 5.</p>

<p>in a refrigerator. The children can take them home at the end of the day and give them to the family member for who they have been designed.</p>	
<p>Plenary The children can return to their tables. Fold up the dried tablecloths, remove their aprons and then complete their written evaluation of their sandwich. Some of this will need to be completed at home when the children have tasted the sandwich with the family member recipient.</p> <p>Evaluate the finished dishes against the criteria they set. Did they meet the criteria?</p> <p>Encourage the children to share any positive comments about the sandwiches made by other children in the class.</p>	