



Primary food project: Bring on breakfast

Age: 5-6 years

Time: 6 hours

Introduction

This food project has been developed to help children learn about healthy eating (specifically the importance of breakfast and 5 A DAY), 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 making a dish for breakfast.

Aims

- Pupils will develop their knowledge of basic healthy eating messages.
- Pupils will carry out tasting to help them plan a breakfast dish.
- Pupils will develop the skills to safely use a range of basic cooking equipment (*e.g. knife, chopping board, spoon, fork, bowl*).
- Pupils will plan, make and evaluate their breakfast dish.

Teaching and learning overview

Lesson	Learning objectives
1	To be able to: <ul style="list-style-type: none"> • name different food and drinks consumed at breakfast time. • explain why it is important to have breakfast every day. • sort a selection of food and drink items into their plant or animal origin.
2	To be able to: <ul style="list-style-type: none"> • state what makes a healthy breakfast (<i>i.e. food, drink and inclusion of a 5 A DAY item</i>). • explain that we all need to eat at least five portions of fruit and vegetables each day and give examples of what would count. • express their opinion about ingredients they taste using sensory vocabulary.
3	To be able to: <ul style="list-style-type: none"> • carry out the getting ready to cook steps, with support. • perform simple food preparation skills to make a fruit kebab safely and hygienically (<i>e.g. fork secure, bridge hold, peel</i>). • evaluate the appearance and taste of their fruit kebab.
4	To be able to: <ul style="list-style-type: none"> • explain where some breakfast foods originate. • explain that dairy foods are made from milk which is usually from a dairy cow. • recognise that dairy foods help keep bones and teeth healthy.
5	To be able to: <ul style="list-style-type: none"> • evaluate a range of yogurts for their dish. • plan a simple breakfast dish based on simple criteria.
6	To be able to: <ul style="list-style-type: none"> • recall and carryout the getting ready to cook steps, with support. • perform simple food preparation skills safely and hygienically (<i>e.g. peel, mash, juice, cut, spoon, arrange</i>). • make a breakfast pot. • evaluate their breakfast pot and suggest ways it could be modified or improved in the future.

Curriculum links

England	<p>Design and technology - Cooking and nutrition (Key Stage 1)</p> <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from <p>Design and technology</p> <p>Design</p> <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria <p>RSE and Health Education</p> <p>By the end of primary school</p> <p>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.
Northern Ireland	<p>The World Around Us</p> <p>Foundation Stage</p> <p>Progression</p> <p>As pupils progress through the Foundation Stage they should be enabled to:</p> <ul style="list-style-type: none"> • understand that different materials behave in different ways, have different properties and can be used for different purposes; • understand that some materials change if kept in different conditions; • understand that materials can be joined/assembled in different ways; • be aware of different lifestyles; • understand the need to respect and care for themselves, other people, plants, animals and the environment; • be aware of everyday uses of technological tools and know how to use some of these safely. <p>Personal Development and Mutual Understanding</p> <p>Foundation Stage (Year 1 and 2)</p> <p>Strand 1: Personal Understanding and Health</p> <p>Health and Safety</p> <ul style="list-style-type: none"> • Being aware of how to care for his/her own body in order to keep it healthy and well, for example, by talking about which foods are healthy, by talking about the importance of regular exercise and physical activity, the need for rest and adequate sleep; • Recognising and practising basic hygiene skills, for example, hand washing before meals and after going to the toilet, hygienic eating habits, developing basic skills in dressing himself/herself.

Scotland	<p>Health and wellbeing Food and health – Nutrition First</p> <ul style="list-style-type: none"> • By investigating the range of foods available I can discuss how they contribute to a healthy diet. (HWB 1-30a) • I experience a sense of enjoyment and achievement when preparing simple healthy foods and drinks. (HWB 1-30b) <p>Food and health - Safe and hygienic practices Early & First</p> <ul style="list-style-type: none"> • I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth. (HWB 0-33a / HWB 1-33a) <p>Physical education, physical activity and sport - Physical activity and health First</p> <ul style="list-style-type: none"> • I am aware of the role physical activity plays in keeping me healthy and know that I also need to sleep and rest, to look after my body. (HWB 1-27a) • I understand that my body needs energy to function and that this comes from the food I eat. I am exploring how physical activity contributes to my health and wellbeing. (HWB 1-28a) <p>Technologies Food and Textile Technology – Food and Textile First</p> <ul style="list-style-type: none"> • I can use a range of simple food preparation techniques when working with food. (TCH 1-04a) • I am developing and using problem solving strategies to meet challenges with a food or textile focus. (TCH 1-04c) • I can adapt and improve ideas and can express my own thinking in different ways. (TCH 1-04d)
Wales	<p>Health and Well-being Statement of what matter: Developing physical health and well-being has lifelong benefits. Progression step 1</p> <ul style="list-style-type: none"> • I am beginning to make connections between my diet and my physical health and well-being. <p>Progression step 2</p> <ul style="list-style-type: none"> • I have developed an understanding that I need a balanced diet and I can make informed choices about the food I eat and prepare to support my physical health and well-being. <p>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 1</p> <ul style="list-style-type: none"> • I can design while I make and communicate about what I am making. • I can safely use simple tools, materials and equipment to construct and deconstruct. • I can explore the properties of materials and choose different materials for a particular use. <p>Progression step 2</p> <ul style="list-style-type: none"> • I can produce designs to communicate my ideas in response to particular contexts.

	<ul style="list-style-type: none"> • I can make design decisions, using my knowledge of materials and existing products, and suggest design improvements. • I can explore how different component parts work together. • I can safely use a range of tools, materials and equipment to construct for a variety of reasons. • I have experienced using basic prototyping techniques to improve outcomes. • I can identify things in the environment which may be harmful and can act to reduce the risks to myself and others. • I can explore and describe the properties of materials and justify their uses. <p>Science and technology Statement of what matters: Matter and the way it behaves defines our universe and shapes our lives. Progression step 1</p> <ul style="list-style-type: none"> • I can explore the properties of materials and choose different materials for a particular use. <p>Progression step 2</p> <ul style="list-style-type: none"> • I can make design decisions, using my knowledge of materials and existing products, and suggest design improvements. • I can explore and describe the properties of materials and justify their uses. • I can observe and describe ways in which materials change when they are mixed together.
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Primary food project: Bring on breakfast

Lesson 1: Introduction

Time: 1 hour

Learning

Learning objective To be able to:	Learning outcomes (what we are looking for)	
name different food and drinks consumed at breakfast time.	All pupils will ...	name 2-3 breakfast food and drinks.
	Most pupils should ...	name 3 breakfast food and drinks and describe some of the ingredients they contain.
	Some pupils could ...	name 3-6 breakfast food and drinks, describe the ingredients they contain and their origin.
explain why it is important to have breakfast every day.	All pupils will ...	recall that it is important to have breakfast every day.
	Most pupils should ...	explain that it is important to have breakfast every day.
	Some pupils could ...	explain that it is important to have breakfast every day, providing some reasoning.
sort a selection of food and drink items into their plant or animal origin.	All pupils will ...	sort a small number of basic food and drink items into plant or animal origin (<i>e.g. milk- animal, strawberries-plant, eggs- animal</i>)
	Most pupils should ...	sort a selection of food and drink items into their plant or animal origin and specify the plant or animal (<i>e.g. apples-plant-tree, eggs-animal-hen, pork sausages-animal-pig</i>).
	Some pupils could ...	sort food dishes, drinks and products into their plant or animal origins and state steps in the food chain, <i>e.g. yogurt - from milk which is from a dairy cow, bread - from flour which from wheat.</i>

Teaching and learning activities

Activity	Resources and equipment
<p>Starter Explain to the children that over the next few lessons they will be learning about breakfast and that they will be making a breakfast dish.</p> <p>Question the children:</p> <ul style="list-style-type: none"> • What do you usually have for breakfast? • Do you have a different breakfast at the weekend, on holiday, special occasions? • Do people around the world have the same types of food and drink for breakfast? <p>Show the Breakfast images. Ask the children to name the breakfasts and the foods they can see and then label each one with the Breakfast labels. Ask the children to 'vote' on some of the foods with a thumbs up for like, thumb sideways for not sure and thumbs down for do not like. Pick a few of the children to explain the reasons for their vote.</p> <p>Explain that a healthy breakfast should also include a drink such as water, milk, fruit juice or a smoothie. Question the children about the drinks they usually have with their breakfast.</p>	<p>Breakfast images</p> <p>Breakfast labels</p>

<p>Explain that breakfast is important. Ask the children if they can explain why. Take some of their responses and then cover the following points.</p> <p>Breakfast is an important meal because it:</p> <ul style="list-style-type: none"> • wakes up our body and gets us ready so we can learn, play and be active; • helps keep us full throughout the morning so we can concentrate on what we are doing; • is a great way to get some of our 5 A DAY. <p>Not eating breakfast can make us feel tired, hungry and grumpy and make it hard to concentrate on what we need to do. We all need to have something to eat and drink for breakfast every day.</p>	
<p>Main</p> <p>Explain that you will be showing them some foods/packages of foods which are often eaten for breakfast and they need to tell you if they are from a plant or animal.</p> <p><i>Suggested packages and products:</i></p> <ul style="list-style-type: none"> • egg box – empty • cereal box – unopened or empty • bag of oats – unopened • loaf of bread - unopened • carton of juice (apple/orange) – empty and clean • can of beans - unopened • carton of milk – empty and clean • pot of yogurt – empty and clean • can of grapefruit • kippers (vacuum packed) – unopened <p>Explain to children that all food and drinks, not just those at breakfast, come from a plant or animal.</p> <p>Split the packages above across 4-6 tables. Give each child a Plant or animal worksheet. Task the children with going to each table, choosing one package and making a sketch of it in the plant or animal column of their sheet. They should aim for four sketches in total – two foods from plants and two from animals.</p> <p>Extension: Talk to the children about the different seasons. Different fruit and vegetables are grown and harvested at different times of the year in the UK. Use the Season cards.</p>	<p>A selection of packages and products.</p> <p>(Alternatively, you may wish to use some of the equivalent foods from the Eatwell Guide food cards)</p> <p>Plant or animal worksheet</p> <p>Season cards</p>
<p>Plenary</p> <p>Split the class into two teams. Show the Breakfast images one at a time. Each time you show an image, ask the children to say whether the foods in the image comes from a plant or an animal. Take it in turns to offer one player from a group the chance to answer. If they are correct, the team keep the card, if not, it is put to one side. The team with the most cards at the end is the winner.</p>	<p>Breakfast images</p>
<p>Related activity ideas</p> <ul style="list-style-type: none"> • Watch the first two minutes of the Visiting a dairy farm video. This shows children sorting foods into plant or animal groups. (Save the remaining part of the video, showing a visit to a dairy farm, for lesson 4.) 	<p>Visiting a dairy farm</p>
<p>For further information and resources to help teach about food origin, click here.</p>	

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Lesson 2: Tasting

Time: 1 hour

Learning

Learning objective To be able to:	Learning outcomes (what we are looking for)	
state what makes a healthy breakfast (<i>i.e. food, drink and inclusion of a 5 A DAY item</i>).	All pupils will ...	state that a healthy breakfast should include a food and a drink.
	Most pupils should ...	describe a healthy breakfast, which includes a food and a drink, and suggest how it can include something towards 5 A DAY.
	Some pupils could ...	explain that a healthy breakfast should include a food and a drink, highlight that it is an opportunity to have something towards your 5 A DAY and give examples.
explain that we all need to eat at least five portions of fruit and vegetables every day and give examples of what would count.	All pupils will ...	recall that we need five portions of fruit and vegetables every day and give some examples of what would count.
	Most pupils should ...	explain that we need at least five portions of fruit and vegetables every day and give examples of what would count for five different breakfasts.
	Some pupils could ...	explain that we need at least five portions of fruit and vegetables every day and give examples of what would count for five different breakfasts, including making references to types, <i>i.e.</i> fresh, frozen, dried and canned.
express their opinion about ingredients they taste using sensory vocabulary.	All pupils will ...	state if they like, dislike or are not sure about different ingredients.
	Most pupils should ...	describe the reason for their ingredient preferences, using some sensory vocabulary.
	Some pupils could ...	justify their preferences in regard to a range of ingredients, using a range of sensory vocabulary.

Teaching and learning activities

Activity	Resources and equipment
<p>Starter</p> <p>Recap the breakfast work from the previous lesson with the following questions:</p> <ul style="list-style-type: none"> • What did you have for breakfast today? • Why do we need to eat breakfast? • Do the following foods (often eaten for breakfast) come from a plant or an animal: <ul style="list-style-type: none"> - toast; - egg; - orange juice; - porridge (oats and milk)? <p>Ask the children what they think makes a healthy breakfast. Collect some of their thoughts and then clarify that a healthy breakfast should include something to eat and drink. Breakfast should also include something towards our 5 A DAY.</p> <p>Ask the children if they have heard about 5 A DAY. Confirm that it means eating at least five portions of fruit and vegetables each day. As a guide, we</p>	

<p>can say a portion is what fits into the palm of our hand. Explain that it is important to eat lots of different types of fruit and vegetables and not have the same types all the time.</p> <p>Look at the Breakfast images from lesson one and ask the children to identify any fruit or vegetables in these breakfasts. <i>Note: While baked beans are a pulse, they do count towards 5 A DAY – but only once per day.</i> Where the breakfasts do not include a 5 A DAY, ask the children to suggest what could be included. Encourage the children to think about fresh, frozen, dried and canned options.</p> <p><i>Note: 150 ml glass of unsweetened 100% fruit or vegetable juice or smoothie, can also count as a maximum of one of our 5 A DAY.</i></p> <p>You could display some of the Fruit cards or Vegetables cards for inspiration.</p>	<p>Breakfast images</p> <p>Fruit cards</p> <p>Vegetable cards</p>
<p>Main</p> <p>Before this lesson the following will need to be undertaken or organised.</p> <ul style="list-style-type: none"> • Ingredient check letter sent home and signed by parent/carers. • Fruit prepared into sample sized pieces, hygienically (4-6 samples). • Water made available for all tasters. • Serving spoons and plates. • Tasting spoons and plates. • Read the Tasting guide. <p>Explain to the children that they will be tasting fruit which could be eaten as part of a breakfast. Explain to the children how the tasting will be done.</p> <p><i>Suggested fruit options for tasting:</i></p> <ul style="list-style-type: none"> • <i>Canned - peaches, pears, pineapple, grapefruit, mandarins, prunes, gooseberries</i> • <i>Frozen (and thawed) - berries (blackberries, raspberries)</i> • <i>Fresh – melon, strawberries, banana</i> • <i>Dried - apricots, sultanas, dates</i> <p>For each different fruit, provide a plate for each table with enough samples for all the children. Taste one fruit at a time as a class. Each time a new fruit is to be tasted, select one child from each group to return the previous sample plate, collect the new plate of samples and take them back to their table.</p> <p>As each sample is tried, ask the children to describe the fruit using sensory vocabulary. You could display or use some examples of words from the Sensory vocabulary cards to help. On a large sheet of paper or electronically, keep a class record of each fruit sampled and descriptive words used by the class. This will be a useful reminder when children are planning their dish in later lessons.</p> <p><i>Note: Dried fruit is being tasted as part of this activity to support children with planning their dish. However, dried fruit should usually be eaten at mealtimes, not as a between-meal snack, to reduce the impact on teeth.</i></p> <p>After the fruit has been described, take a vote on whether children, like it, do not like it or are not sure. The children could fill in a tasting record in the My food book resource to help them remember their thoughts.</p> <p>When all the samples have been tasted, ask children which was their favourite and why.</p>	<p>Ingredient check letter</p> <p>Tasting guide</p> <p>Sensory vocabulary cards</p> <p>My food book (containing tasting record sheets)</p>

<p>Plenary</p> <p>Talking about each fruit (one at a time), ask the children if it was stored in a cupboard, fridge or freezer. You may like to retain the cans or packaging from the products to show the children (opened cans must not to be handled by the children) or have extra unused/unopened examples.</p> <p>Cover the following points:</p> <ul style="list-style-type: none"> • canned food is stored in a cupboard - the can protects the food and keeps it safe to eat; • frozen fruit is stored in a freezer to keep it fresh - it needs to thaw before it can be eaten; • fresh fruit can often go in a fruit bowl but is sometimes put in a fridge to make it last longer, e.g. apples, melon, grapes; • dried fruit is stored in its packet in the cupboard. <p>You may wish to reward the children for tasting the fruit with a certificate – Super taster certificate – Alisha or Ronnie</p>	<p><u>Super taster certificate - Alisha</u></p> <p><u>Super taster certificate - Ronnie</u></p>
<p>Related activity ideas</p> <p>Use the Fruit and vegetable snack cards to generate discussion about fruit and vegetables that could be eaten as snacks to help towards getting 5 A DAY. Children could:</p> <ul style="list-style-type: none"> • name the different fruit and vegetables; • sort them in different ways, e.g. by colour, shape, fruit or vegetable, tried or not tried; • order them alphabetically. <p>Look at breakfast around the world – find out what people in different countries eat for breakfast traditionally, e.g. Austria, China, Turkey.</p>	<p><u>Fruit and vegetable snack cards</u></p>

Primary food project: Bring on breakfast!

Lesson 3: Food hygiene and cooking skills

Time: 1 hour

Learning

Learning objective To be able to:	Learning outcomes (what we are looking for)	
carry out the 'getting ready to cook' steps, with support.	All pupils will ...	recall and carry out some of the steps with prompting.
	Most pupils should ...	recall and carry out some of the steps by themselves.
	Some pupils could ...	recall and carry out all the steps by themselves.
perform simple food preparation skills to make a fruit kebab safely and hygienically (e.g. <i>fork secure, bridge hold, peel</i>).	All pupils will ...	demonstrate simple food preparation skills to make a fruit kebab safely and hygienically.
	Most pupils should ...	independently demonstrate simple food preparation skills to make a fruit kebab safely and hygienically.
	Some pupils could ...	independently demonstrate and explain the use of a range of food preparation skills to make a fruit kebab safely and hygienically.
evaluate the appearance and taste of their fruit kebab.	All pupils will ...	comment on the appearance and taste of their fruit kebab, using some sensory vocabulary.
	Most pupils should ...	comment on how the fruit kebab was made and evaluate the appearance and taste of their product.
	Some pupils could ...	assess how well their fruit kebab was made and evaluate its appearance and taste.

Teaching and learning activities

Activity	Resources and equipment
<p>Starter</p> <p>Explain to the children that they will be making a fruit kebab. This will help them learn about how to get ready to cook and practise some important food skills which they will then be able to use to make their own breakfast dish.</p> <p>See the Cut, chop and grate – skills videos and the Food skills guide for information about food preparation techniques.</p> <p>Tell the children that you will show the two different ways to cut fruit and that they will use these cutting methods to prepare their dish. To demonstrate how to make a fruit kebab, you will need:</p> <p>Ingredients</p> <ul style="list-style-type: none">• Peach slices x 2• Strawberries x 2• Satsuma x 1 <p>Equipment</p> <ul style="list-style-type: none">• Chopping board• Table knife• Fork• Cocktail sticks	<p>Setting up a cooking session</p> <p>Cut, chop and grate – skills videos</p> <p>Food skills guide</p>

<p>Fork secure Use the fork to secure a peach slice and then cut it in to equal size pieces with the table knife.</p> <p>Bridge hold Demonstrate how to hull a strawberry and place it with the hulled surface down (so the pointed end is pointing towards the ceiling). Make a 'bridge' over the strawberry and cut through it with the table knife. Place each half strawberry flat side down and use the bridge hold again to cut each strawberry piece in half again so you have four quarters.</p> <p>Peeling Show the children how to peel the satsuma and pull apart each segment. (Explain that the satsuma peelings and the strawberry stalks and leaves can go into a food compost.)</p> <p>Threading Demonstrate how to thread the peach, strawberry and satsuma segments onto the cocktail sticks. Do this by placing each piece of fruit on the chopping board, pushing the stick into the fruit and then pulling the fruit up the cocktail stick, and repeat. Discuss the different colours, shapes and repetition/sequencing. Can the children suggest other fruit that could be used so the fruit kebab has a greater variety of colour/is more attractive?</p> <p>Ask the children what they need to do before they cook. Show and talk through the Get ready to cook presentation. The get ready to cook steps are:</p> <ul style="list-style-type: none"> • Tie back long hair • Remove jewellery (including watches) • Roll up long sleeves • Put on an apron • Wash and dry hands. <p>Display the Get ready to cook cards to help the children remember the steps.</p> <p>Help the children get themselves ready to cook, including putting on aprons.</p>	<p><u>Get ready to cook presentation</u></p> <p><u>Get ready to cook cards</u></p>
<p>Main Organise the children in tables of four. Explain to them that they will work in pairs and, sharing the equipment, take it in turns to prepare the fruit. The child not preparing the fruit will spot check that their partner is working safely and hygienically.</p> <p>Remind the children of what they will be doing and note/sketch the instructions on the board.</p> <p><i>Summary of instructions for each person:</i></p> <ul style="list-style-type: none"> • <i>Slice the peaches x 2 (fork secure)</i> • <i>Quarter the strawberries x 2 (bridge hold)</i> • <i>Peel and segment the satsuma</i> • <i>Thread the pieces of fruit on the cocktail sticks</i> <p>Allow the children to make their fruit kebabs. Move around the classroom to help the children.</p>	<p>Each table of four will need the following:</p> <p>Ingredients</p> <ul style="list-style-type: none"> • canned peach slices x 8 (<i>canned in juice</i>) • strawberries x 8 • satsuma x 2 <p>Equipment</p> <ul style="list-style-type: none"> • tablecloth • chopping board x 2 • table knife x 2 • table forks x 2 • cocktail sticks

<p>When the children have finished their kebabs, these can be labelled with the children's names and set out on a table for everyone to view.</p> <p>Ask children to share their thoughts about the fruit kebabs. What do they like about them, could they be improved, what would they do differently next time?</p>	
<p>Plenary</p> <p>Send the children back to their tables and allow them to eat their kebabs. Encourage them to talk what they think of their fruit kebab with others on their table.</p> <p>When the children have finished, question them:</p> <ul style="list-style-type: none"> • What was your fruit kebab like? (Appearance, small, taste, texture.) • What parts of your fruit kebab are you happy with? • What could you do to make it better? • What other fruit could you use? • How many portions of your 5 A Day is in this dish? (Would there be enough fruit here to fit into the palm of your hand and count as a portion of your 5 A DAY?) • What other non-fruit ingredients could you add? (e.g. <i>cheese</i>) 	
<p>Related activity ideas</p> <ul style="list-style-type: none"> • To access additional support, resources and ideas for cooking in primary school, click here. 	

Primary food project: Bring on breakfast

Lesson 4: Where food comes from

Time: 1 hour

Learning

Learning objective To be able to:	Learning outcomes (what we are looking for)	
explain where some breakfast foods originate.	All pupils will ...	recall where some foods come from.
	Most pupils should ...	talk about the farm to fork stages for some breakfast foods.
	Some pupils could ...	explain the farm to fork stages for different breakfast foods and talk about the reasons for these.
explain that dairy foods are made from milk which is usually from a dairy cow.	All pupils will ...	recall that dairy foods are made from milk.
	Most pupils should ...	explain that dairy foods are made from milk, which is usually from a dairy cow, and name some examples.
	Some pupils could ...	describe how cows are milked and explain that dairy foods are made from milk, listing a range of examples.
recognise that dairy foods help keep bones and teeth healthy.	All pupils will ...	recall that dairy foods help keep bones and teeth healthy.
	Most pupils should ...	state that dairy foods help keep bones and teeth healthy and give some examples.
	Some pupils could ...	explain that dairy foods help keep bones and teeth healthy and give a range of examples.

Teaching and learning activities

Activity	Resources and equipment
<p>Starter</p> <p>Discuss the fruit kebabs that the children made in the previous lesson. Ask the children to recall the ingredients. Quiz the children on where each ingredient came from (<i>i.e. how it grew/was produced</i>).</p> <ul style="list-style-type: none"> • Peaches and satsumas – grow on a tree. • Strawberries – grow on a bush. <p>Discuss the stages the ingredients will have undergone from 'farm to fork'.</p> <ul style="list-style-type: none"> • Peaches – picked, peeled, stoned, sliced and canned. • Strawberries – picked and packed. • Satsuma – picked. <p>Ask the children to suggest other examples of fruit and talk about what they think will have happened to the fruit on its 'farm to fork' journey, e.g. bananas.</p> <p>You may like to show the children some of the Farm to fork videos, e.g. pineapples, bananas, tomatoes.</p>	<p>Farm to fork videos</p>
<p>Main</p> <p>Explain to the children that they will be learning more about where milk comes from and what it can be used to make.</p> <p>Show children the Visiting a dairy farm video. This starts with a group of primary school children sorting foods into their plant or animal origins and then (at around 2 minutes) follows the children as they visit a dairy farm.</p>	<p>Visiting a dairy farm</p>

<p>To find out what happens to milk after it leaves the dairy farm, show the children the Magnificent milk video.</p> <p>Question the children:</p> <ul style="list-style-type: none"> • Where does milk come from? • How does it get from 'the dairy cow to the glass'? • What can milk be used to make? <p>Explain that milk and foods made from milk contain calcium which helps us to have strong bones and teeth.</p> <p>Task the children to create a 'What I know about milk' poster. Discuss ideas of what they might include on their poster and make notes on the board to support the task.</p> <p>Alternatively, children could create a storyboard to illustrate the 'grass to glass' story for milk.</p>	<p>Magnificent milk video</p>
<p>Plenary</p> <p>Review where different fruits and yogurt come from with the children. How are these ingredients grown/produced?</p> <p>Let the children know that in the next lesson they will be planning a fruit and yogurt breakfast dish.</p>	
<p>Related activity ideas</p> <ul style="list-style-type: none"> • Use the Where does food come from cards to look at where a selection of foods come from (e.g. strawberries, pears, apples, milk). Cut the cards to separate the foods from their origins. Give each child a card and task them to find the person who is their food or origin to match the cards. • Read The farm visit story to the children and set them some of the supporting activities. 	<p>Where does food come from cards</p> <p>The farm visit story</p>

Primary food project: Bring on breakfast

Lesson 5: Plan

Time: 1 hour

Learning

Learning objective To be able to:	Learning outcomes (what we are looking for)	
evaluate a range of yogurts for their dish.	All pupils will ...	compare a range of yogurts using sensory vocabulary.
	Most pupils should ...	compare and contrast a range of yogurt using sensory vocabulary.
	Some pupils could ...	compare, contrast and comment on a range of yogurt using sensory vocabulary.
design a simple breakfast dish based on simple criteria for a user and purpose.	All pupils will ...	design a simple breakfast dish based on simple criteria for a user and purpose.
	Most pupils should ...	design a simple breakfast dish based on simple criteria for a user and purpose saying why they have chosen some ingredients.
	Some pupils could ...	design a simple breakfast dish based on simple criteria for a user and purpose giving reasons for their choice of ingredients.

Teaching and learning activities

Activity	Resources and equipment
<p>Starter</p> <p>Recap with the children what they have learned to date and test them on what they can remember with a few questions about each area.</p> <p>You have:</p> <ul style="list-style-type: none"> • talked about breakfast and where some breakfast foods come from; • discussed 5 A DAY and tasted and described some fruit; • prepared some fruit using a fork secure and bridge hold; • talked about where fruit and yogurt come from. <p>Explain to the children that they are now going to start planning a 'breakfast pot'.</p>	
<p>Main</p> <p>Explain that you will make a checklist (list of criteria) of what the breakfast pot needs to be like, and that they will use this to help them plan their breakfast pot. Explain that their breakfast pot will consist of fruit and yogurt layered in a pot. You may also like to say that you will providing 2-3 wholegrain cereals that the children can add to their pots if they wish.</p> <p>Recap with the children that they have tasted different fruit and that they will now be tasting some yogurts to help them plan their breakfast pot. Provide four different styles of natural/plain, reduced fat yogurts to help children focus on texture.</p> <ul style="list-style-type: none"> • Greek yogurt • Natural yogurt • Set yogurt • Fromage frais 	<p>Ingredient check letter</p> <p>4 different styles of natural/plain, reduced</p>

<p>(Ensure you have checked the Ingredients check letters that the children returned before lesson 2, before the tasting activity in this lesson.)</p> <p>Set up a tasting session. Children can serve themselves from the yogurt pots in the middle of the table. They should serve their tasting sample onto their own plate first and then eat it with their own spoon.</p> <p>Taste the yogurts and talk about them as a class using sensory vocabulary. You may wish to display the Sensory vocabulary cards to help. Encourage the children to compare and contrast the yogurts and talk about the suitability of each for a breakfast pot. Ask the children to think about which they prefer.</p> <p>Ask the children to suggest ideas for the checklist of what they think the breakfast pot will need to be like to be suitable for them. There is a list of suggested criteria below. You may wish to ask questions to get the children to come up some of these ideas themselves, or they may be forthcoming with their own.</p> <p><i>Checklist (design criteria) examples:</i> <i>The breakfast pot for me will:</i></p> <ul style="list-style-type: none"> • <i>include some 5 A DAY to keep me healthy;</i> • <i>include yogurt to help keep my bones and teeth healthy;</i> • <i>include some of my favourite flavours (fruit);</i> • <i>include some breakfast cereal to add texture (crunch);</i> • <i>be good for breakfast time;</i> • <i>look great, so I will want to eat it (e.g. layers).</i> <p>To help the children with ideas for how their breakfast pot will look, demonstrate how a breakfast pot could be made. For example, show them how they could layer the yogurt, chopped fruit and breakfast cereal in a clear container or biodegradable plastic cup to create an attractive dish. You could keep some of the fruit back to decorate the top of the breakfast pot. Talk to the children about how it looks and ask them how they think how they will arrange their yogurt and fruit (and breakfast cereal if this will be used) to make the dish appealing.</p> <p>You may wish to provide some guidance on the types of fruit the children can use in their design, based on those they have experienced and tasted in the previous lessons.*</p> <p>Task the children to work in pairs to plan their breakfast pot. Display the checklist (criteria) you have written together and keep bringing children's attention back to this while they are planning.</p> <p>The children can record their breakfast pot design on the Breakfast pot planner worksheet.</p>	<p>fat yogurts per group of 6-8 children</p> <p>Serving spoon for each yogurt</p> <p>Paper bowl per child</p> <p>Small wooden spoon per child</p> <p>Water for each child</p> <p><u>Sensory vocabulary cards</u></p> <p>Ingredients – fruit (preprepared), yogurt and breakfast cereal if you wish to use this - and equipment for your breakfast pot demonstration. (Remember to get yourself ready to cook!)</p> <p>*Previous lessons covered cutting soft fruit. Also consider availability, cost and storage.</p> <p><u>Breakfast pot planner</u></p>
<p>Plenary Ask some of the pairs to share their design ideas.</p> <p>Talk through the checklist (criteria) and ask the class to give examples of how their design would meet the points on the checklist.</p> <p><i>Note: Before the next lesson you will need to check the children's plans to make sure you have the ingredients and equipment they will need to make their dish.</i></p>	

Related activity ideas

Undertake a tasting session of different wholegrain breakfast cereals that the children could include in their breakfast pots.

Primary food project: Bring on breakfast

Lesson 6: Make and evaluate

Time: 1 hour

Learning

Learning objective To be able to:	Learning outcomes (what we are looking for)	
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 and carry out the getting ready to cook steps.
	Some pupils could ...	recall and carry out the getting ready to cook steps independently.
perform simple food preparation skills safely and hygienically (e.g. fork secure, bridge hold, peel, scoop, layer).	All pupils will ...	perform simple food preparation skills safely and hygienically
	Most pupils should ...	demonstrate simple food preparation skills safely and hygienically.
	Some pupils could ...	independently demonstrate and explain simple food preparation skills safely and hygienically.
make a breakfast pot.	All pupils will ...	make a breakfast pot with support.
	Most pupils should ...	make a breakfast pot with minimal support.
	Some pupils could ...	Make a breakfast pot independently.
evaluate their breakfast pot and suggest ways it could be modified or improved in the future.	All pupils will ...	comment on the appearance and taste of their breakfast pot.
	Most pupils should ...	comment on how they worked, evaluate the appearance and taste of their breakfast pot and suggest modifications for the future.
	Some pupils could ...	assess how they could improve their breakfast pot next time, based on appearance and taste.

Teaching and learning activities

Activity	Resources and equipment
<p>Starter</p> <p><i>Note: For this lesson, you will need to prepare all the ingredients and equipment from the recipe including the particular yogurts and fruit (and possibly cereal) the children have planned to use. Remember, you will also need tablecloths, aprons and hand washing facilities.</i></p> <p>Let the children look at their designs from the previous lesson so they can remind themselves of what they will be doing. Remind them of the design checklist (criteria) for their breakfast pots.</p>	

<p>Main</p> <p>Ask the children to name the five getting ready to cook steps, display the Get ready to cook cards and ask them to explain how each one should be carried out.</p> <p>Set the children tasks to help you get the classroom ready to cook, e.g. cover the tables with tablecloths, set out the equipment on each table. You could leave the ingredients at the side of the room for the children to get as they are needed. You may need an adult to supervise this. Remember to leave the yogurts in the fridge until the last possible moment before they are needed so they are kept chilled and safe to use.</p> <p>Demonstrate the fork secure and bridge hold technique and remind the children how to do these safely.</p> <p>Allow the children to make their breakfast pots in pairs. (They will make one each but take it in turns to cut and scoop because they are sharing equipment.) They could leave their designs on a window sill or nearby surface in the classroom so they can check them if needed.</p> <p>Monitor their use of knives when cutting. When the children have completed their pots, label them, cover with cling film and store them in a fridge.</p> <p>Ask the children to:</p> <ul style="list-style-type: none"> • return any unused ingredients to the side of the room; • stack their used equipment carefully (you could provide kitchen bowls for this); • wipe their tables. <p>You could organise for some of the children to wash up and dry the equipment at the end of the lesson.</p> <p>Ask the children to feedback on their making experience. Did everything go as they planned? Would they do anything differently now they have done this once?</p> <p>Retrieve the breakfast pots from the fridge.</p> <p>Display the checklist as a reminder of what they wanted their breakfast pot to be like, and ask the children to think about the checklist as they eat their breakfast pots.</p> <p>Talk to the children about their breakfast pots and help them evaluate these against the checklist. Discuss what they would do differently next time to improve their dish.</p>	<p><u>Get ready to cook cards</u></p> <p>Tablecloths</p> <p>Aprons</p> <p>Hand washing facilities</p> <p>Ingredients per pair: -Yogurt x 2 small pots -Fruit x 2-3 types</p> <p>Equipment per pair: -Chopping board -Table knife -Fork -Metal spoons x 2 - Clear containers or biodegradable plastic cups x 2</p> <p>Sticky labels to identify the breakfast pots</p> <p>Cling film to cover the pots</p> <p>Cloths and warm water with washing up liquid in to wipe down the tables.</p> <p>Small wooden spoons x class set</p>
<p>Plenary</p> <p>Ask the children to complete the last part of their Breakfast pot planner.</p>	<p><u>Breakfast pot planner</u></p>