



Year 1, Term 1 – Fruit and Vegetables (Cooking and Nutrition)

	Fruit and Vegetables
<p>Children develop their understanding of designing and making with food and the importance of healthy eating. They make choices based on the properties of different fruit and vegetables in order to design and make a product for a particular occasion or to encourage them to eat more fruit and vegetables.</p> <p>Children investigate and taste different foods and develop vocabulary to describe the appearance, taste, smell, and texture. This activity enables children to apply hygienic practices and use basic tools and equipment effectively and safely.</p> <p>The unit can be adapted by changing the food products e.g. salads, fruit jelly, yoghurt.</p>	<p>Vocabulary</p> <p>Children have to use words and phrases relating to:</p> <ul style="list-style-type: none"> • designing e.g. <i>choosing, investigating, tasting, arranging, experimenting</i> • making e.g. <i>washing, cleaning, peeling, cutting, slicing, grating</i> • knowledge and understanding <p>e.g. salad, fruit, vegetables, peel, flesh, skin, grater, chopping board, peeler, seeds, pips, stalk, juice, root, leaf, stone, bunch</p> <p>sensory e.g. <i>crisp, sharp, juicy, sweet, sour, sticky, squashy, smooth, crunchy, scented, waxy</i></p>
Learning Intentions	Investigate, Disassembly and Evaluate
Children should learn:	Activities
<ul style="list-style-type: none"> • That there is a wide variety of fruit and vegetables available which can be grouped and individually named. • That fruit and vegetables may require treatment before being eaten and know what the treatment is e.g. washing, peeling • To develop sensory vocabulary • That fruit and vegetables can be classified according to their sensory and other properties. 	<p>Provide opportunities for children to examine a range of fruit and vegetables</p> <p><i>Do you know what it is called/ Where it is grown?</i></p> <p>Provide opportunities for children to handle and smell fruit/ vegetables and to describe them through talking, drawing and labelling.</p> <p>Choose two contrasting fruit and vegetables e.g. apple and banana or carrot and tomato. Investigate the inside by cutting them in half.</p> <p>Discuss which products children like best</p> <p>Brainstorm all the different things that can be made with fruit and vegetables</p>
<ul style="list-style-type: none"> • Basic food handling, hygienic practices and personal hygiene, including how to control risk by following simple instructions. 	<p>Focused Practical Tasks</p> <p>Discuss food hygiene practices.</p> <p>Give children the opportunity to use simple hand tools and food processing skills e.g. washing, grating,</p>



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| <ul style="list-style-type: none">• To use a variety of simple tools and equipment.• That fruit and vegetables are nutritious. | <p>peeling, slicing, squeezing
Discuss healthy eating. Survey the fruit eaten by the class. Make a pictogram.
Set up a salad bar, ask children to select and combine ingredients
Make a fruit salad</p> |
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Learning Intentions	Activities
Design and Make Assignment	
Children should learn:	
<ul style="list-style-type: none">• To identify a group of people and design and make a food dish for them.• To communicate what they intend to make.• To develop their design ideas	<p>Discuss with children the possible products they might design and make e.g. fruit salads, pizza, vegetable salads How can you make fruit and vegetables interesting to eat? What could you use? What will it look and taste like?</p> <p>Allow children to decide, in pairs or groups, what do they want to make? Why is it suitable for the identified group?</p>
<ul style="list-style-type: none">• Select and use appropriate ingredients• Evaluate their product by asking questions about what they have made and how they went about it.	<p>Discuss how much food they will need Discuss how to plan the work Encourage children to select appropriate food for the chosen people. Encourage them to present the food attractively Encourage them to record what they have done through drawing and writing and to comment on their finished product.</p>
	<p>Other activities Make charts, tables and graphs and interpret findings. Write instructions on how to use tools Write about favourite fruit and vegetables Write up a plan for making Drawing fruit and vegetables</p>



Fruit and Vegetables

Health and Safety

Make a risk assessment of the activity
Consider the materials, tools, and equipment being used. In addition the following points should be noted:

- serrated knives with rounded ends are best. Food for chopping/ slicing e.g. carrots should be cut in half-length wise provides a flat base and held still with a fork so that children can cut safely.
- Ensure that you are aware of any food allergies. Do NOT use nuts
- Hygiene practices should be observed e.g.

Surfaces cleaned and wiped with antibacterial cleaner; a plastic table clover kept for food activities; aprons provided for food preparation; access to hand washing facilities and appropriate storage

- Children should learn safe practices in relation to equipment