<u>What I should already know:</u> Children can manage their own needs - Personal hygiene. Children can use their small motor skills so that they can use a range of tools competently, safely and confidently. Children can talk about the different factors that support their overall health and wellbeing.

### **Enquiry Questions**

- Can we identify if a food is a fruit or a vegetable?
- Can we identify where plants grow and which parts we eat?
- Can we taste and compare fruit and vegetables?
- Can we make a fruit and vegetable smoothie?



# Key Vocabulary

**Blender** - A machine that mixes ingredients together into a smooth liquid.

Carton - A container made out of card which holds liquid products such as milk and orange juice.

Fruit - The part of a plant that contains seeds.

**Healthy** - When everything in your body and head feels good.

**Ingredients** - Items that make up a mixture, for example, foods that make a recipe. ]

**Peel** - The tough skin around certain fruits and vegetables, such as oranges.

**Peeler** - A tool which helps you to remove the tough skin off fruits and vegetables.

**Recipe** - A set of instructions for making or preparing a food item or dish.

Slice (verb) - To cut pieces off something with a knife.

Smoothie - A combination of fruits and vegetables blended together to make a smooth drink.

Stencil - A shape which you can draw around.

Vegetable - Parts of plants that can be eaten by people as food. The parts may be the leaves, roots or stem.
Vegetables do not contain any seeds

#### National Curriculum

Pupils will::

- Use the basic principles of a healthy and varied diet to prepare dishes.
- Understand where food comes from.

## Design

1)design purposeful, functional, appealing products for themselves and other users based on design criteria.

2)generate, develop, model, and communicate their ideas through talking, drawing, templates, mock - ups and, where appropriate, information and communication technology.

#### Make

1)select from and use a range of tools and equipment to perform practical tasks, e.g. cutting, shaping, joining and finishing.

2)select from and use a wide range of materials and components, including construction materials, textiles and

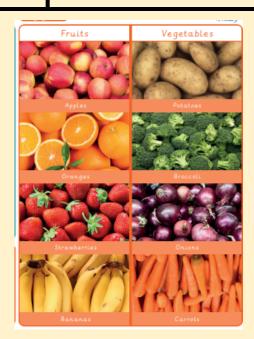
ingredients, according to their characteristics.

# Evaluate

1)explore and evaluate a range of existing products.

2)evaluate their ideas and products against design criteria.





Links to other areas of the curriculum : Literacy - Instructions