



Primary food project: Party time

Age: 6-7 years

Time: 6 hours

Introduction

This food project has been developed to enable pupils to start to apply their understanding about healthy eating (in accordance with the Eatwell Guide), as well as to explore where their food comes from, how to plan a dish with consideration for the needs of others and prepare a dish safely and hygienically. This learning will be delivered within the context of making a dish for a party.

Aims

- Pupils will develop knowledge about healthy eating and where food comes from.
- Pupils will be aware that others may have different dietary needs so dishes may need to be modified.
- Pupils will learn how to get ready to cook and prepare ingredients safely and hygienically.
- Pupils will plan, make and evaluation their party dish.

Teaching and learning overview

Lesson	Learning objectives
1	To be able to: <ul style="list-style-type: none"> • give examples of occasions when 'party food' would be eaten and name different types of party food. • describe the food skills used to make a dish (<i>e.g. cutting out, mixing, snipping</i>). • recall and explain the 'getting ready to cook' steps.
2	To be able to: <ul style="list-style-type: none"> • get ready to cook, with some support (<i>e.g. tying of apron</i>). • perform basic cooking skills as instructed (<i>e.g. cutting out, snipping, mixing, spooning, spreading</i>). • recall where the ingredients in a dish come from.
3	To be able to: <ul style="list-style-type: none"> • recognise the Eatwell Guide and explain that it shows us how to eat healthily. • sort a selection of foods into the Eatwell Guide food groups. • sort ingredients from a dish into the Eatwell Guide food groups and comment on how the dish contributes to healthy eating.
4	To be able to: <ul style="list-style-type: none"> • explain some of the reasons people may not consume certain foods or drinks. • taste ingredients and discuss their suitability for a dish, using sensory vocabulary. • suggest ways to adapt a dish to make it suitable for the needs of others (<i>e.g. allergies, religion, culture, choice</i>).
5	To be able to: <ul style="list-style-type: none"> • plan a dish with consideration for the needs of others (<i>e.g. a vegetarian</i>). • make suggestions for a checklist (design criteria) that their party dish should meet. • identify the plant or animal origin of all the ingredients used to make the final dish.
6	To be able to: <ul style="list-style-type: none"> • demonstrate the safe use of some basic cooking equipment (<i>e.g. cutters, kitchen scissors</i>). • make a simple dish, safely and hygienically. • eat sociably with others demonstrating good manners. • reflect on the success of their dish, how well it met the checklist (design criteria) and how it might be improved in the future.

Curriculum links

<p>England</p>	<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"> • evaluate their ideas and products against design criteria <p>RSE and Health Education</p> <p>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 2)</p> <ul style="list-style-type: none"> • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
<p>Northern Ireland</p>	<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; <p>The World Around Us</p> <p>Foundation Stage 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 materials can be joined/assembled in different ways; • be aware of everyday uses of technological tools and know how to use some of these safely.

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 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 1-33a) <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 matters: Developing physical health and well-being has lifelong benefits. 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 2</p> <ul style="list-style-type: none"> • I can produce designs to communicate my ideas in response to particular contexts. • I can make design decisions, using my knowledge of materials and existing products, and suggest design improvements. • I can safely use a range of tools, materials and equipment to construct for a variety of reasons. • I can identify things in the environment which may be harmful and can act to reduce the risks to myself and others. <p>Science and technology Statement of what matters: Matter and the way it behaves defines our universe and shapes our lives. 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.

Primary food project: Party time

Lesson 2: Making

Time: 1 hour

Learning

Learning objective To be able to:	Learning outcomes (what we are looking for)	
get ready to cook, with some support (e.g. <i>tying of apron</i>).	All pupils will ...	get ready to cook, with some support.
	Most pupils should ...	get ready to cook.
	Some pupils could ...	get ready to cook and be able to explain why each step is important.
perform basic cooking skills as instructed (e.g. <i>cutting out, snipping, mixing, spooning, spreading</i>).	All pupils will ...	with support, perform basic cooking skills as instructed.
	Most pupils should ...	perform basic cooking skills as instructed.
	Some pupils could ...	independently perform basic cooking skills with accuracy.
recall where the ingredients in the dish come from.	All pupils will ...	recall where one or more of the ingredients in the dish come from.
	Most pupils should ...	recall where most of the ingredients in the dish come from.
	Some pupils could ...	recall where all the ingredients in the dish come from.

Teaching and learning activities

Activity	Resources and equipment
<p>Starter</p> <p><i>Note: For this lesson, you will need to prepare the ingredients and equipment in the Resources and equipment list adjacent to the 'main' activity description below. It would be useful to have some additional adult support in the classroom for this lesson, if possible. Remember, you will also need hand washing facilities.</i></p> <p><i>You may like to take a look at the following guides for additional support preparing and delivering this lesson: Setting up a cooking session, Demonstration guide, Tasting guide.</i></p> <p>Organise the classroom so there are five tables (based on a class of 30 there will be six children around each table - you may need to make adjustments based on the number of children in your class). Each table will need to be covered with a clean, wipeable, plastic tablecloth (these tablecloths should only be used for food lessons).</p> <p>On each table, set out:</p> <p>Ingredients</p> <ul style="list-style-type: none"> • 3 x slices of thick, wholemeal bread, each slice cut in half (to form two rectangles) • 1 x 200g tub of reduced fat soft cheese • ½ a pepper cut into six sticks <p>Equipment</p> <ul style="list-style-type: none"> • 2 x chopping boards • 2 x scone cutters • 6 x paper plates 	<p>Setting up a cooking session</p> <p>Demonstration guide</p> <p>Tasting guide</p>

- 1 x small mixing bowl
- 2 x spoons
- 1 x small kitchen scissors
- 2 x table knives

You may find it helpful to place the ingredients and equipment for each table on a kitchen/dinner hall tray. (Note: The full list of ingredients and equipment needed for the whole class can be found below, in the column adjacent to the 'Main' section of this plan.)

Explain to the children that they will be making some mini party sandwiches to practise their food skills. Get yourself ready to cook. See if the children can remind you of the steps you need to take to do this. Display or refer to the **Let's get ready to cook poster**. Put a tablecloth on the surface where you will be demonstrating. The ingredients and equipment you need to do your demonstration are listed in the adjacent column.

Demonstrate how to make the mini party sandwiches as follows. Emphasise the food skills you are teaching and how to execute these safely (e.g. *cutting out*, *snipping*, *mixing*, *spooning*, *spreading*):

1. Place the half slice of bread on the chopping board and cut two bread circles from it using the scone cutter.
2. Place the bread circles on the paper plate.
3. Spoon the 1/6th of a tub of soft cheese into the mixing bowl. (When the children do this, one child in each group will spoon the whole tub of soft cheese into the mixing bowl.)
4. Snip the pepper stick into the mixing bowl using the kitchen scissors. (When the children do this, they will take it in turns to snip one pepper stick each into the bowl.)
5. Mix the ingredients together. (When the children do this, they will take it in turns amongst their group to mix the ingredients).
6. Take a heaped spoon of mixture from the bowl and use the second spoon to push the mixture on to one of the bread circles. (When the children do this, they will each take their own spoon of mixture from the bowl, one at a time.)
7. Use the table knife to gently spread the mixture over the bread circle. (When the children do this, they will take turns with the table knives to spread their mixture.)
8. Place the second bread circle on top of the mixture to create a mini party sandwich.

As you prepare each ingredient, talk to the children about where it comes from.

- Is this ingredient from a plant or an animal?
- Which part of the plant is this ingredient from?

(Lessons 2 and 4 of the **Primary food project: Bring on breakfast**, provide ideas and resources to explore plant and animal food origins in more detail, should you wish to cover this in greater depth here.)

Discuss the leftover bread with the children. How could this be used in other dishes?

You could demonstrate to the children how to make croutons.

1. Snip or tear the leftover bread into small cubes/pieces of similar sizes.
2. Place the bread into a mixing bowl.
3. Sprinkle the bread with a few pinches of dried herbs (e.g. rosemary, mixed herbs) or a few twists of black pepper.
4. Add a few squirts of a spray oil to the bread and mix.

[Let's get ready to cook poster](#)

Ingredients for demonstration:
 -1/2 x slice of thick, wholemeal bread
 -1/6th of a 200g tub of reduced fat soft cheese (approx.30g)
 -1 x pepper stick

Equipment for demonstration:
 -1 x chopping board
 -1 x scone cutter
 -1 x paper plate
 -1 x small kitchen scissors
 -1 x small mixing bowl
 -2 x spoons
 -1 x table knife

[Primary food project: Bring on breakfast](#)

<ol style="list-style-type: none"> 5. Tip the bread onto a baking tray and spread it out evenly. 6. Bake in an oven preheated to 200C/gas mark 6 for around 8-10 minutes. 7. Turn the bread halfway through cooking. <p>Explain to the children that the croutons can go on the top of soup or salads. The children can eat the croutons you have made as a snack.</p>	
<p>Main</p> <p>Re-cap the five getting ready to cook steps referring to the Let's get ready to cook poster and help the children get ready to cook.</p> <p>When they are ready, they can go to their table of six.</p> <p>Give the children one instruction at a time for making their sandwich and allow them to do this before moving on to the next step. Encourage them to watch and support each other with the steps while each person in their group completes each one (there is sufficient equipment for two children to work at the same time to cut out their bread circles but only one person at a time will be able to help make the sandwich filling). If the class are able, you could note the instructions on the board and allow them to continue more independently. If you do this, you may need to add some rules such as stating which person will start with the equipment each time and in which direction it will then move.</p> <p>Allow them to make the mini party sandwiches. <i>Note: If there is quite a lot of filling remaining, the children could make extra sandwiches - have a spare loaf handy!</i></p> <p>When complete, the sandwiches should then be put aside to be tasted after the children have tidied their area. They should clear their work areas by stacking spare ingredients and used equipment at the side of the room. You could provide kitchen bowls or trays where these can be placed. The children can then wipe their tables.</p>	<p><u>Let's get ready to cook poster</u></p> <p>Ingredients for pupils: -15 x thick slices of wholemeal bread each slice cut in half (to form two rectangles) -5 x 200g tubs of reduced fat soft cheese -3 x peppers, deseeded and cut into sticks (12 sticks per pepper)</p> <p>Equipment for pupils: -5 x tablecloths -30 x aprons -10 x chopping boards -10 x scone cutters - 30 x paper plates - 5 x small kitchen scissors - 5 x small mixing bowls -10 x spoons -10 x table knives Optional: A tray for each table to hold the ingredients and equipment</p> <p>Cloths and warm water with washing up liquid in to wipe down the tables.</p>
<p>Plenary</p> <p>Question the children about their mini party sandwiches:</p> <ul style="list-style-type: none"> • What food skills have you used to make this mini party sandwich? (<i>E.g cutting out, snipping, mixing, spreading.</i>) • What ingredients were used to make the sandwich? • Where do each of these ingredients come from? <p>Let the children eat their mini party sandwiches.</p> <p>Ask the children to describe the sandwich using different senses:</p> <ul style="list-style-type: none"> • How does it look? • How does it smell? • How does it taste? • How does it feel in your mouth? 	

<p>You could display the Sensory vocabulary cards to help the children describe their sandwiches.</p> <p>Ask the children if they think it would make a good party food and if so why? (<i>E.g. looks special, tasty, easy to handle</i>).</p>	<p>Sensory vocabulary cards</p>
<p>Related activity ideas</p> <ul style="list-style-type: none">• Collect images of party foods from magazines or the internet and make a display.• Visit a supermarket and explore what party foods are available.	

Primary food project: Party time

Lesson 3: Healthy eating

Time: 1 hour

Learning

Learning objective To be able to:	Learning outcomes (what we are looking for)	
recognise the Eatwell Guide and explain that it shows us how to eat healthily.	All pupils will ...	recognise the Eatwell Guide.
	Most pupils should ...	recognise and name the Eatwell Guide and describe how it shows us how to eat healthily.
	Some pupils could ...	be able to call the Eatwell Guide by its name and explain that it shows us what to eat to be healthy and explain that the size or the groups showing us how much to eat.
sort a selection of foods into the Eatwell Guide food groups.	All pupils will ...	be able to sort some foods into some of the five main food groups.
	Most pupils should ...	be able to sort a selection of foods into the five main food groups.
	Some pupils could ...	name and sort a wide selection of foods into the five main food groups, explaining their reasoning
sort ingredients from a dish into the Eatwell Guide food groups and comment on the contribution of the dish to healthy eating.	All pupils will ...	sort ingredients from a dish into some of the Eatwell Guide food groups.
	Most pupils should ...	sort ingredients from a dish into the Eatwell Guide food groups and describe the contribution of the dish to healthy eating.
	Some pupils could ...	sort ingredients from several dishes into the Eatwell Guide food groups and comment on the contribution of the dish to healthy eating.

Teaching and learning activities

Activity	Resources and equipment
<p>Starter</p> <p>Show the children the Eatwell Guide poster or The Eatwell Guide presentation to introduce the Eatwell Guide. The Eatwell Guide shows the types and proportions of food we should have to achieve a healthy, varied diet.</p> <p>Explain to the children that the foods we need to keep us healthy can be sorted into Eatwell Guide food groups. Name each food group:</p> <ul style="list-style-type: none"> • Fruit and vegetables; • Potatoes, bread, rice, pasta and other starchy carbohydrates; • Dairy and alternatives; • Beans, pulses, fish, eggs, meat and other proteins • Oils and spreads <p>Look at each group in turn and question the children:</p> <ul style="list-style-type: none"> • What foods can you see in each group? • Which food in each group is your favourite? • Why are there different foods in each group? • Where would the ingredients from the mini party sandwiches you made in the last lesson be placed? <p>Discuss the sizes of the different groups. Ask the children to tell you which groups are large, medium and small. Ask the children to explain why this might be. Explain that the sizes help us to know how much food to eat from each group:</p> <ul style="list-style-type: none"> • Large groups – eat plenty every day 	<p>The Eatwell Guide poster</p> <p>The Eatwell Guide presentation</p>

<ul style="list-style-type: none"> • Medium groups – eat some foods from these groups every day • Small group – only eat a little amount of food from this group occasionally <p>Select two-three cards from each food group from the Food photo cards. Ask the children to choose these at random and put them into the right food groups.</p> <p>You may wish to use the Five food group cards with the children. These cards show each food group individually. Ask the children to name all the food in each food group.</p> <p>Ask the children to name any foods they can see that are not in a food group (<i>e.g. crisps, biscuits, ice cream</i>). Explain that we do not need to eat these foods for health. If we eat these foods, we should have them in small amounts and only occasionally.</p>	<p>Food photo cards</p> <p>Five food group cards</p>
<p>Main</p> <p>Demonstrate the Eatwell Challenge. This simple, online activity involves sorting randomly appearing foods into the correct food groups. You could demonstrate how to do this and then set it up on the class computer so the children can take it in turns to have a go during the rest of the lesson.</p> <p>Arrange the children into groups of five. Give each group an A3 photocopy of The Eatwell Guide worksheet and an A4 copy of the Food selection worksheet. The Food selection worksheet should be cut along the dotted lines to create five strips of food – one for each person in the group. Ask each child to cut out and stick the foods from their strip to the correct group on the Eatwell Guide. The children could place the cut outs in position first so they can be checked before they stick them in place.</p> <p>If groups finish early, they can draw other foods in the food groups, on their A3 sheet.</p> <p>You may wish to have The Eatwell Guide poster available for reference.</p>	<p>Eatwell Challenge (scroll to bottom of the webpage)</p> <p>The Eatwell Guide worksheet</p> <p>Food selection worksheet</p> <p>The Eatwell Guide poster</p>
<p>Plenary</p> <p>Show the Terrific tuna tart presentation.</p> <p>Display an A3 copy of The Eatwell Guide worksheet. Ask the children to name each ingredient in the tuna tart in turn, and say which food group it belongs to. Write each ingredient in the correct food group on the sheet. (Keep this safe for reference next lesson.) Question the children:</p> <ul style="list-style-type: none"> • Which food groups are included in the tuna tart? • Are there any groups which are not included in the tuna tart? • What could you add to the tuna tart so it includes another food from the <i>Fruit and vegetable</i> group? <p>Summarise that the tuna tart helps us get some of the foods we need to stay healthy.</p> <p>Ask the children to suggest some alternatives for the ingredients in the tarts. Each alternative suggested should come from the same food group as the original (<i>e.g. tuna could be swapped for hummus, egg, ham, chicken</i>). Write the suggestions in a different colour on the Eatwell Guide sheet (in the correct food groups). Add some suggestions of foods from the <i>Dairy and alternatives</i> group that could also be used as part of a filling (<i>e.g. grated cheese, cottage cheese</i>).</p> <p><i>Take note of children's suggestions and consider which of these ingredients you could use in the tasting task next lesson.</i></p>	<p>Terrific tuna tart presentation</p> <p>The Eatwell Guide worksheet</p>

Related activity ideas

- Keep a food and drink diary for one day and then record the foods and drinks consumed. Next, write or draw the foods and drinks on **The Eatwell Guide worksheet**.
- Sort ingredients from other sandwiches into the Eatwell Guide food groups.

[The Eatwell Guide worksheet](#)

Primary food project: Party time

Lesson 4: Tasting

Time: 1 hour

Learning

Learning objective To be able to:	Learning outcomes (what we are looking for)	
explain some of the reasons people may not consume certain foods or drinks.	All pupils will ...	state a few reasons people may not have certain foods or drinks.
	Most pupils should ...	explain some reasons people may not consume certain foods or drinks.
	Some pupils could ...	describe a range of reasons people may not consume certain foods or drinks.
taste ingredients and discuss their suitability for a dish using sensory vocabulary.	All pupils will ...	taste ingredients and talk about their personal preference.
	Most pupils should ...	taste ingredients and discuss their suitability for a dish using sensory vocabulary.
	Some pupils could ...	describe ingredients using sensory vocabulary and assess their suitability for a dish.
suggest ways to adapt a dish to make it suitable for the needs of others (allergies, religion, culture, choice).	All pupils will ...	suggest ways to adapt a dish.
	Most pupils should ...	suggest ideas to adapt a dish to make it suitable for the needs of others.
	Some pupils could ...	suggest a range of ways to adapt a dish to make it suitable for the needs of others.

Teaching and learning activities

Activity	Resources and equipment
<p>Starter</p> <p>Explain to the children that during this lesson they will be thinking about foods eaten by different people. They will also be tasting some foods to help them decide what ingredients to use in the party dish they make.</p> <p>Ask the children if everyone eats the same food. Ask them for the reasons why everyone does not eat the same food. Try to draw out some of the following reasons for food choices:</p> <ul style="list-style-type: none"> likes and dislikes (preferences); religious/cultural/other beliefs; vegetarian/vegan; allergy/intolerance; health; availability. <p>Expand on some of the reasons people may avoid certain foods. For example:</p> <ul style="list-style-type: none"> a vegetarian does not usually eat meat or fish because of their beliefs or taste preferences; a Muslim does not usually eat any foods made from pork because of their beliefs; a person with a nut allergy will not eat any foods containing nuts because it will make them ill or cause them harm. 	
<p>Main</p> <p><i>Note: Look back at the ingredients discussed and suggested by the children in the previous lesson and use some of these in the tasting session. There are also some</i></p>	Ingredients to be sampled

<p><i>suggestions of foods children could taste below. You will need to prepare the foods that the children will be tasting just before the lesson and ensure that these are covered and refrigerated until they are needed. Remember to wash and dry your hands before you do this.</i></p> <p><i>Suggested foods to taste (from each food group) might include, sample sized pieces of:</i></p> <p><i>Fruit and vegetables:</i></p> <ul style="list-style-type: none"> • <i>pepper, pineapple, cucumber, celery, carrot.</i> <p><i>Potatoes, bread, rice, pasta and other starchy carbohydrates:</i></p> <ul style="list-style-type: none"> • <i>granary, wholemeal, gluten free bread.</i> <p><i>Dairy and alternatives:</i></p> <ul style="list-style-type: none"> • <i>cottage cheese, Cheddar cheese.</i> <p><i>Beans, pulses, fish, eggs, meat and other proteins:</i></p> <ul style="list-style-type: none"> • <i>cooked ham or chicken, tuna (canned in water), mixed bean salad (canned), hummus.</i> <p>Plan for the children to sit in groups to do the tasting. Provide each group with a plate of samples of one type of food at a time. (Below is an outline for running a tasting session, for more detailed information, see the Tasting guide.)</p> <p>Set up the tasting session:</p> <ul style="list-style-type: none"> • Organise the children into groups. • Provide a cup of water (or instruct children to have their water bottle ready) and a paper plate (to rest their samples on) for each child. Children may also need a spoon if they are tasting cottage cheese or hummus. <i>Note: They must serve their cottage cheese or hummus sample on to their own plate with the serving spoon, and then eat it with their own spoon. They must not eat from the serving spoon or eat from the main container with their own spoon.</i> • Instruct the children to wash and dry their hands. • Call up a child from each table to collect a plate of tasting samples for their group. • Work together tasting one sample at a time and asking the children to describe the food using their senses (<i>i.e. look, smell, taste, texture</i>). Display the Sensory vocabulary cards to help. • You may wish to record the children’s comments or task them to record their thoughts on the different samples using the Tasting ingredients sheet <p>Talk to the children about which ingredients could be used in their tuna tart.</p>	<p>Tasting guide</p> <p>Possible equipment needed to prepare samples (<i>Note: Use separate equipment to prepare the samples according to the dietary requirements in the class, e.g. vegetarian, allergies</i>):</p> <ul style="list-style-type: none"> -Chopping boards -Vegetable knives -Peeler -Paper plates -Metal spoons (to serve samples) -Cling film <p>Class tasting equipment:</p> <ul style="list-style-type: none"> -Paper plates -Paper towels -Wooden spoons (small, disposable) -Paper cups (or water bottles) -Tap water <p>Sensory vocabulary cards</p> <p>Tasting ingredients sheet</p>
<p>Plenary</p> <p>Recap that different people eat different foods. Ask the children if they can give examples of foods some people do not eat and explain why.</p> <p>Ask the children to suggest some ways the <i>Terrific tuna tart</i> recipe could be adapted to suit people with different needs, using the ingredients tasted during the lesson and others which were discussed in lesson 3. For example, what could be used instead of tuna for someone who is a vegetarian?</p>	
<p>Related activity ideas</p> <ul style="list-style-type: none"> • Draw dishes and meals which use the ingredients tasted in the lesson. • Interview friends and family about foods they like and if there are any foods they do not. Find out the reasons why they may not eat some foods. 	

Primary food project: Party time

Lesson 5: Planning

Time: 1 hour

Learning

Learning objective To be able to:	Learning outcomes (what we are looking for)	
plan a dish with consideration for the needs of others (e.g. a vegetarian).	All pupils will ...	plan a dish with some thought about the needs of others.
	Most pupils should ...	plan a dish with consideration for the needs of others, giving reasons
	Some pupils could ...	plan a dish with consideration for the needs of others and justifying the reasons for their choices.
make suggestions for a checklist (design criteria) that their party dish should meet.	All pupils will ...	make a suggestion for a checklist (design criteria) that their party dish should meet.
	Most pupils should ...	make several suggestions for a checklist (design criteria) that their party dish should meet.
	Some pupils could ...	make several suggestions for a checklist (design criteria) that their party dish should meet, and explain their reasons.
identify the plant or animal origin of all the ingredients used to make the final dish.	All pupils will ...	identify the plant or animal origin of some of the ingredients used to make the final dish.
	Most pupils should ...	identify and name the plant or animal origin of all the ingredients used to make the final dish.
	Some pupils could ...	identify and explain the plant or animal origins of all the ingredients used to make the final dish, including basic 'farm to fork' steps.

Teaching and learning activities

Activity	Resources and equipment
<p>Starter</p> <p>Explain to the children that in this lesson they will be planning their party tarts. They will be preparing the tart case as they saw in the Terrific tuna tarts presentation and then creating their own fillings.</p> <p>Explain that before they start you will need to work together to write a checklist (design criteria) to make sure is right for the people who will be eating it.</p> <p>The tart will be served at a party in school. With the children, decide on the occasion for the party and who will be eating the tart. For example, a Christmas party for children aged 5-6 years, end of term class party for children aged 6-7 years, Diwali party for children aged 7-8 years, or a book author's birthday party for the whole school!</p> <p>Work together to make a checklist of three qualities the tart will need to have to be suitable for the party and the people who will be eating it. Record these on a large sheet of paper or an interactive whiteboard slide that can be saved. These will need to be available as a reminder to the class when they are planning and as a checklist when the dish has been made.</p> <p><i>Here are some checklist (design criteria) examples:</i></p> <ul style="list-style-type: none"> • easy to pick up and eat with hands; • looks attractive; • includes some fruit or vegetables to help towards 5 A DAY; • includes foods from three of the four larger Eatwell Guide food groups; 	<p>Terrific tuna tarts presentation</p>

<ul style="list-style-type: none"> • suitable for the needs of someone who has a specific dietary requirement, e.g. a vegetarian, Muslim, someone who has a nut allergy, someone who dislikes tomatoes; • suitable for the theme of the party, e.g. a Christmas tart may contain red and green for a festive look. 	
<p>Main</p> <p>Task the children to plan their tarts in groups of six. They should draw and label their idea for a tart and list the ingredients and equipment they will need to make two tarts each. The children may need some support with planning the quantities of ingredients they will need. Provide copies of the Planning sheet (two sheets - photocopy double sided) to help children structure their planning. You may wish to list the ingredients which will be available to the them when they make their tarts to help focus their planning.</p> <p>When the children have finished their plan, ask them to label each ingredient with either plant or animal depending on where it comes from.</p> <p>Towards the end of the lesson, ask members from some of the groups to share their plans and then show them how to check them against the checklist. Do this by going through the list and asking all the children to check that their plan meets the points.</p>	<p><u>Planning sheet</u></p>
<p>Plenary</p> <p>Choose different children to share one of the ingredients in their tart and say whether it comes from a plant or an animal.</p>	
<p>Related activity ideas</p> <ul style="list-style-type: none"> • Illustrate the steps to make their tart. • Storyboard the 'farm to fork' steps for some of the ingredients they plan to use (e.g. cheese – dairy cows in a field, dairy cows being milked, milk traveling to a dairy, milk being made into cheese, cheese in a shop, cheese being tasted at school). • Write party invitations to the event where their tarts will be served. 	

Primary food project: Party time

Lesson 6: Make and review

Time: 1 hour

Learning

Learning objective To be able to:	Learning outcomes (what we are looking for)	
demonstrate the safe use of some basic cooking equipment (e.g. cutters, kitchen scissors).	All pupils will ...	demonstrate the safe use of some basic cooking equipment, with support.
	Most pupils should ...	demonstrate the safe use of some basic cooking equipment.
	Some pupils could ...	independently demonstrate the safe and accurate use of some basic cooking equipment.
make a simple dish, safely and hygienically.	All pupils will ...	make a simple dish with support.
	Most pupils should ...	make a simple dish.
	Some pupils could ...	make a simple dish and explain how they are demonstrating some of the skills.
eat sociably with others demonstrating good manners.	All pupils will ...	eat with others demonstrating good manners.
	Most pupils should ...	eat sociably with others demonstrating good manners.
	Some pupils could ...	eat sociably with others, initiating conversation and demonstrating good manners.
talk about the success of their dish, how well it met the checklist (design criteria) and how it might be improved in the future.	All pupils will ...	talk about what has gone well with their dish and what could be improved.
	Most pupils should ...	talk in more detail about aspects of their dish that have been successful and also several ways it could be improved, with reference to the checklist (design criteria).
	Some pupils could ...	talk in detail about aspects of their dish that have and haven't met the checklist (design criteria) and make several suggestions for improving the dish in the future. Share ideas for a new dish they would like to try making.

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 listed in the children's plans and set these out at the side of the room. Keep foods which need to be chilled in the refrigerator until just before they are needed. Remember, you will also need hand washing facilities and access to an oven. You may need additional adult help to bake the tart cases, especially if the oven is located in a different room.</i></p> <p>Explain to the children that they will be making the tarts they planned in the previous lesson. They will make two tarts each.</p> <p>Ask them to look at their plans again and remind them of the class checklist points. Organise for the plans to be put somewhere away from the cooking area but where the children can go and refer to them if necessary (e.g. a window sill).</p> <p>Ask the children to recall the five getting ready to cook steps. Recap how these will be carried out.</p>	

<p>Main Ask the children to get ready to cook and cover their tables with the tablecloths. Instruct the children to collect their ingredients and equipment, or if you prefer, take them to the tables or ask another adult to help you do this.</p> <p>Remind the children that they will be making a tart case to begin with and while this is baking, they will make their fillings. Show the children how to cut the bread circles from their bread slice and press them into the patty tin. You may wish to display some of the step-by-step images from the Terrific tuna tart presentation to remind the children how to do this.</p> <p>While the bread tart cases are baking, the children can be making the tart filling.</p> <p>When the bread cases are cool, the children can add their fillings.</p> <p>Ask the children to spend a few moments deciding who will do what part of the making and then let the children make their tarts.</p> <p>When the children have completed their tarts, ask them to arrange them on their group serving plate and put them all on one table (you could cover this with a party style tablecloth). Remember to take a photo of the final dishes!</p> <p>Ask the children to:</p> <ul style="list-style-type: none"> • return any unused ingredients to the side of the room (you could provide trays for the ingredients); • stack their used equipment carefully (you could provide kitchen bowls for the used equipment); • wipe their tables. <p><i>Note: You could organise for some of the children to wash and dry the equipment at the end of the lesson.</i></p> <p>Food waste Use any leftover bread to make another batch of the croutons from lesson two. You could try flavouring these in a different way, such as using a different dried herb, a few pinches of paprika or a sprinkle of grated parmesan. These could be eaten as a snack again, or you could provide some washed and chopped bowls of salad items (e.g. lettuce, pepper, cucumber) so the children can create a salad and add the croutons. This is a great way to show how to avoid food waste, as well as encouraging children to have more vegetables.</p>	<p><u>Terrific tuna tarts presentation</u></p> <p>Ingredients (for 30 children working in groups of six): -30 x slices of thick bread -Ingredients – provide those listed by the children on their plans. You may need to partly prepare some of these (e.g. peel and grate carrot)</p> <p>Equipment for 30 children working in groups of six: -5 x tablecloths -30 x aprons -10 x chopping boards -10 x scone cutters -5 x patty tins (12 hole) -5 x serving plates (each to hold 12 tarts) -5 x small kitchen scissors - 5 x mixing bowls -10 x spoons -10 x table knives</p> <p>Optional: A tray for each table to hold the ingredients and equipment.</p> <p>Cloths and warm water with washing up liquid in, to wipe down the tables.</p>
<p>Plenary Retrieve the checklist, go through each point and ask the children if their tart has met all the points.</p> <p>Briefly outline what is good manners when eating (e.g. <i>offer others food before taking your own, wait until everyone has something to eat before you start eating, stay seated while you are eating and until everyone on your table has finished, chew with your mouth closed</i>).</p> <p>Allow the children to eat their tarts. Provide each child with a piece of kitchen roll or serviette to rest their tart on. One member of each group should take the serving plate and offer one to each group member before taking one for them self and returning the plate to the display table.</p> <p>When the children have finished eating, question them:</p> <ul style="list-style-type: none"> • What did you think of your tart? 	<p>Kitchen roll</p>

<ul style="list-style-type: none"> • Did you have the right amount of ingredients? • Would it be suitable for the person and occasion you planned it for? How? • What would you do differently if you made it again? <p>Instruct the children to complete their Planning sheet from lesson five. They can tick the points on their checklist ('My dish will') if their end dish met these.</p>	<p>Planning sheet</p>
<p>Related activity ideas</p> <ul style="list-style-type: none"> • You could arrange for the children to make the tart when the occasion it was planned for arises (if it wasn't already that time when they made it). • Create a class recipe book or poster to showcase the variety of fillings made in the class. 	