



Healthy eating - Smoothie



Year: 1
Term: Summer

Essential Prior Knowledge

Children already know:

- How to explain healthy food and choose it independently
- How to design art/ a product thinking about colour, texture and function.
- How to set and work towards simple goals
- The beginnings of showing accuracy and care when drawing
- How to explain what they have made, talk about how they made it and the different techniques they used.
- How to follow instructions accurately (several ideas/ actions)
- How to manage their own basic hygiene
- How to use a range of small tools e.g. scissors paint brushes, cutlery

Key knowledge (facts and skills) for unit

Technical and pre-design knowledge

Fruit and vegetables – children to know that both are plants and grow in three possible places: - trees or vines, above the ground and below the ground.

Vegetable – children to know that it is an edible part of a plant that does not have seeds such as potato, carrot, spinach, broccoli because we eat the root, stem or leaves.

Fruit – children to know it is an edible part that does have seeds such as: pepper, avocado, cucumber, butternut squash (should be included as they are commonly mistaken for vegetables), grape (with seeds), apple, orange, kiwi, strawberry, banana, pineapple, mango. They should know that they contain vitamins and minerals which are good for your body and that they should eat each five portions a day.

Flavours, textures and colour – children to know a range of language that they can use to describe these characteristics for different types of fruit and vegetables such as: sweet, sour, crunchy, juicy, sharp, bitter, spicy, salty, mushy, rough, hard, soft, shiny, dull.

Recipe – children to know the process (a set of instructions for preparing a particular dish, including a list of the ingredients required) for creating a smoothie through discussing examples before forming their own.

Wash (cleaning fruit and vegetables before use), peel (taking off a harder outer skin of fruit), cored (removing the centre of a fruit including seeds), slice (cut into pieces with a knife), grate (shredding food) – children know what is meant by each of these actions and that they are used in food preparation. They know which tools should be used to perform them (knife, corer, grater, peeler)

Blender – children to know it is a machine which blends ingredients together to make a smooth liquid.

Bridge grip – children to know how to use their finger and thumb to hold a food and cut it safely with a knife under the 'bridge' of the thumb and finger (using easy-to-cut fruit for safety).

Design

- To know how to draw and label a simple sketch to show a smoothie design.
- To know how to, through discussion, suggest ideas, develop design ideas and explain how a plan to make a smoothie according to the appearance, feel, smell and taste that children decide is best.
- To know how to generate a smoothie design that meets set criteria

Make

- To know how to use the basic principles of a healthy and varied diet to prepare a smoothie
- To select from and use a range of tools and equipment to perform practical tasks of cutting, grating and peeling to prepare fruit and vegetables.
- To know how to prepare food hygienically.
- To follow a simple recipe with a variety of ingredients to make a smoothie.

Evaluate

- To know how to explain where different fruits and vegetables come from.
- To know how to test and analyse flavours, textures and colours of different fruits and vegetables.
- To know how to explore and evaluate existing smoothies.
- To know how to evaluate my fruit smoothie against set design criteria, explaining strengths and weaknesses.

Key Outcomes

Is it a fruit or vegetable?

Children will explore and research a selection of fruit and vegetables looking for seeds. They will identify that peppers, avocados, tomatoes and cucumbers are considered fruits. Children will use taste tests and a range of language to describe the fruit and vegetables and classify them as fruits or vegetables and research where they come from.

Can I explore and evaluate smoothies?

Children will blind taste test existing smoothies and evaluate them according to appearance, feel, smell and taste then choose a smoothie recipe to recreate and explain why based on their preferred characteristics of appearance, flavour and texture.

Can I use tools safely?

Children will select implements to use to practise the skills of cutting, slicing, peeling, chopping, grating and

Can I follow a recipe carefully to make my smoothie?

Children will follow their chosen recipe and prepare their smoothie, selecting tools and applying techniques for cutting (using the bridge grip), grating, peeling and blending ingredients (some ingredients will be already prepared and chopped for safety).

What are the strengths and weaknesses of my smoothie?

Children will evaluate appearance, feel, smell and taste of their drink and describe strengths and weaknesses based on their own opinion and in comparison with the existing smoothies of a similar recipe. They will suggest improvements and explain their reasoning.

Assessing Pupils' Understanding and Progress

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Pupils with secure understanding indicated by: Their ability to describe fruits and vegetables and explain why they are a fruit or a vegetable. Their ability to explain a range of places that fruits and vegetables grow. Their ability to prepare fruits and vegetables to make a smoothie.

Pupils working at greater depth indicated by: Their ability to describe fruits and vegetables by their properties, explain why they are a fruit or vegetable including where they grow. Their ability to prepare carefully selected fruits and vegetables to make a smoothie that they consider will have good flavour combinations considering how ingredients work together

Key vocabulary

- Fruit
- Vegetables
- Stem
- Leaves
- Root
- Taste
- Texture
- Smell
- Appearance
- Slice
- Grate
- Blend
- Knife
- Safety