

YOUNGEST CHEF OF THE YEAR AWARD: Lesson 3

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| Learning Intention: | Success Criteria/ Steps to Success: |
| To consider when we eat. To sort foods according to mealtimes. To relate mealtimes to analogue time. To make a healthy lunch and breakfast. | Children know when mealtimes occur. Children know that certain foods are eaten at certain mealtimes. Children begin to read the time. Children make a healthy lunch. |
| Subject/Unit: | Personal, Social and Emotional Development (PSED): Managing Self |
| Lesson Duration: | 50 minutes |
| Previous Learning: | |
| Children learnt why we eat food and how to make healthy choices. | |
| Lesson Overview: | |
| To learn when we eat food and how to make healthy mini meals. | |
| Introduction: | |
| <p>Reintroduce the Mini-Muncher Challenge.</p> <p>Show the story video/reread 'The Very Hungry Caterpillar' by Eric Carle, encouraging the children, as you read, to anticipate which food the hungry caterpillar ate each day.</p> <p>Revisit why we eat, using the props from the previous lesson, if appropriate:</p> <ul style="list-style-type: none"> • to give us energy • to help us grow • to keep us healthy <p>Elicit why we eat fruit to keep us healthy and happy.</p> <p>Ask: Can you remember some fruits beginning with a 'p' sound? What other foods did you think of that begin with a 'p' sound?</p> | |
| Main Teaching: | |
| <p>Introduce the day's learning objective: To think about when we eat.</p> <p>Show pictures of food cards beginning with a 'p' sound, some the children might have suggested and others. Teacher may want to elicit examples by giving clues e.g. I am thinking of a food that Goldilocks liked to eat.</p> <p>Display mealtime labels and use sorting rings/paper plates to create sets. Share the cards amongst the children.</p> <p>Encourage the children to sort the food pictures into the labelled sets, e.g. Breakfast Time - porridge, pancakes, prunes, pop tarts, peanut butter Lunch Time - pasta salad, pepperoni, pitta bread Dinner Time - pasta, pesto, pizza, pork, potatoes, peas, parsnip, prawns, paella, pavlova</p> | |

Snack Time - popcorn, peach, pear, plum, pepper, pineapple, pretzel
Elicit which set ring would be best to start the day with and why.

Focus on the Breakfast Time set and consider breakfast time:

- when in the day it is (show an agreed time on an analogue clock)
- how important it is **to fuel** our bodies at the beginning of the day, after a long night's sleep
- the children's favourite breakfast choices

Introduce the video '**Breakfast Time Song**' with Chef Patti and sing along (See Resources).

Similarly, consider lunchtime:

- when in the day it is (show an agreed time on an analogue clock)
- how it is a chance **to refuel**, it provides energy and goodness to keep our brains and our bodies going through the afternoon
- the children's favourite lunches

Introduce the video '**Lunch Box Song**' with Chef Patti and sing along (See Resources).

Next, consider dinner time:

- when in the day it is (show an agreed time on an analogue clock)
- how it **fuels** our bodies to grow and repair after a long day
- the children's favourite meals

Introduce the video '**Dinner Time Song**' with Chef Patti and sing along or create one of your own (See Resources)!

Finally, consider snack time:

- when in the day it would be and how often (show agreed time(s) on analogue clock(s))
- how it helps to keep up our energy levels
- the children's favourite snacks

Introduce the video '**Snack Time Song**' with Chef Patti and sing along or create one of your own (See Resources)!

Refer to the Hungry Caterpillar who, it seems, was snacking all week. Ask: Was this a good way of eating? Discuss (See Facts for the Teacher).

Elicit what the Hungry Caterpillar ate on Monday, on Tuesday and on Wednesday. Use prompt cards if necessary.

On Monday he ate through one apple

On Tuesday he ate through two pears

On Wednesday he ate through ... three plums

Show the children some plums.

Explain plums are fruits, which grow on trees like apples and pears.

Teacher Led and Independent Group Task:

Remind the children about the importance of always washing fruit and vegetables and their hands before preparing and eating food. Show video of Chef Patti demonstrating **'Washing Your Hands'**.

All children practise the method shown. Select some children to wash and dry the plums.

Let's Test Our Senses

Refer to the 5 senses poster.

Assure the children that 'no one needs to...' (taste or like)

Do the senses test and record, if appropriate.

- Look at the plum with your eyes, what do you **see**? (Explore size, colours and shape...)
- Touch it with your hand, what does it **feel** like? (Explore language – smooth, bumpy, soft...)

Give children slices of plum

- Smell the plum with your nose, what does it **smell** like? (Explore language – fruity, sweet...)

Encourage the children to cover their ears and become **'Mini-Munchers'** while they munch on the slice of plum and listen to the sounds it makes:

- Listen to the plum as you eat it, what sounds do you **hear**? (Explore language – squishy, squelchy...)
- Taste the plum with your tongue, what does it taste like? (sweet, juicy, delicious...)
How does it feel on your tongue? (soft, slimy...)

Compare the sensory experience of the plum with the pear from the previous lesson e.g. soft, sweet, juicy...

Compare the seeds.

Reiterate when we eat and ask the children to create a mealtime timeline (correctly placing the analogue clock times, if appropriate):

breakfast time snack time lunch time snack time dinner time

Activity

Show the children a watermelon, ask who ate a slice of watermelon.

Explain they are now going to make a watermelon pizza slice.

Show video of Chef Patti **'Making Watermelon Pizza'**.

Afterwards, assemble at a pre-resourced table.

- Teacher to slice the watermelon.
- Show a selection of fruits/toppings.
- Encourage the children to look at the fruits, taste them and talk about them.
- Consider which might need chopping into smaller pieces, e.g. strawberries, chunks of banana, sliced kiwi etc.
- Revisit CHOP and demonstrate the bridge technique like Patti.
- Select and supervise individual children as they chop the bigger pieces of soft fruit into smaller pieces.
- Arrange the bowls of toppings/prepared fruit centrally.
- Consider the equipment available: spoons/melon scooper for scooping.
- Have a child demonstrate how to scoop using the spoon/melon scooper.
- Show the instruction booklet (See Resources) and talk through the steps:

1. Select a watermelon slice and lay it flat on a plate.
2. Use a spoon/melon scoop to scoop out 4-6 melon balls.
3. Place them in a small bowl to the side.
4. Fill the holes, adding a selection of toppings.

5. Tear some mint leaves.
6. Garnish the melon slice with mint, a teaspoon of desiccated coconut and a drizzle of honey.

Children to begin making their watermelon pizzas.

Teacher to support the children and assist if they need help.

When finished:

- take some photographs of the finished pizzas.
- serve with melon balls, on the side.

Tasting session - 'No one needs to...' (taste or like)

Children to taste their watermelon pizza. Encourage them to share their experience with their peers: describe how it looks, the smells, the taste and texture and express their likes and dislikes.

Plenary AfL Focus:

Assemble on the carpet to sing the children's choice of song with Chef Patti (or one of your own).

Distribute the stickers: I'm a Mini Muncher!

Distribute the Bircher Muesli recipe card. Explain they can follow the recipe to make this breakfast cereal at home.

Home Learning:

Children to make Bircher Muesli at home.

Optional extra: Food journal.

Resources/Facts for the Teacher:

| Basic resources | Utensils | Recipe Card | Other resources |
|---|---|--|--|
| IWB/laptop /iPad Access to hand washing facilities Digital camera | colander small bowls 6 small plates teacher will need a chopping board and a knife to slice the watermelon a chopping station: a chopping board and a child friendly knife 6 teaspoons / melon scoopers for scooping | Watermelon Pizza Home: Bircher Muesli | The Very Hungry Caterpillar by Eric Carle Days of the Week poster Prompt cards A battery-operated toy Stages of life pictures Pictures of foods beginning with 'p' 4 set rings Mealtime labels: Breakfast Time, Lunch Time, Dinner Time, Snack Time x2 5 easy read analogue clocks A variety of plums, if possible, (at least one per child) Senses poster Instruction booklet on 'How to Make Watermelon Pizza' 'I'm a Mini Muncher!' stickers Optional: Food journal Ingredients for Watermelon Pizza (6 children): (all washed) |

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| | | | <p>Watermelon (cut into slices between 3-5 cm thick)</p> <p>A selection of fruits as toppings: e.g. sliced strawberries, raspberries, blueberries, sliced bananas, chopped kiwis</p> <p>To garnish: fresh mint, desiccated coconut, honey</p> |
| Cooking Skills | | Video | |
| <input type="checkbox"/> Wash produce <input type="checkbox"/> Sensory Play <input type="checkbox"/> Using a knife to chop <input type="checkbox"/> Cutting soft fruit using the bridge technique <input type="checkbox"/> Using spoons/melon scooper <input type="checkbox"/> Arranging ingredients <input type="checkbox"/> Tearing herbs <input type="checkbox"/> Garnishing | | <ul style="list-style-type: none"> • The Very Hungry Caterpillar • Washing Your Hands • Breakfast Time Song • Lunch Box Song • Dinner Time Song • Snack Time Song • Making Watermelon Pizza | |

Nutrition Know How

Eating regularly can be beneficial for growing children. This may balance blood sugar levels, which can help to maintain a stable mood, energy level and weight. If protein and fibre is consumed during meals and snacks, this can help children to grow, help them to feel fuller for longer and sustain energy and mood. As children tend to burn energy quickly snacking can be helpful, especially for ensuring fuel to the brain and muscles.

Some snack suggestions including protein and fibre include;

- Apple and cheese
- Grapes and seeds
- Rice cakes and cottage cheese
- Cucumber/carrot sticks and hummus
- Berries and yoghurt
- Oat cakes and cream cheese

Safety guidance for knife use- CHOP

