

Stage 2: Where do our ingredients come from?

Learning Objectives:

- Identify and describe the basic structure of common flowering plants, including trees
- To understand where food comes from

Stage Overview:

In this stage, the children learn to name a variety of fruit plants and trees and label their parts. They then explore a range of fruit seeds and describe their properties using comparative language.

Materials needed:

- A range of fruits with easily accessible seeds e.g. apples, strawberries, cherries, grapes
- Compost
- Plant pots

Presentation notes:

Slide 2: Where do our ingredients come from?	<ul style="list-style-type: none"> - Explain to the children that all the ingredients they are going to use for their yoghurt cafés will have been grown or produced in Britain. - Explain that using ingredients that are grown in Britain is one way that we can care for the environment because it reduces how far the food has to travel to reach our plates. This reduces the need for transport, reducing air pollution. - Before we start making our delicious yoghurt flag desserts for our cafés, we are going to learn where all of our ingredients have come from.
Slide 3: Yoghurt	<ul style="list-style-type: none"> - Explain that yoghurt is a dairy product. Dairy products are made from milk. - Ask the children if they know where milk comes from. - Explain that milk comes from dairy cows and special, harmless bacteria are added to turn it into yoghurt. - Can the children name any other foods that are made using milk?
Slide 4: Fruit	<ul style="list-style-type: none"> - Challenge the children to name as many fruits as they can. - Do they know where fruit comes from? - Explain that fruit and vegetables are grown by farmers planting tiny seeds. If they are given everything they need to be healthy, these seeds will grow into plants and trees that will give us fruits and vegetables.
Slide 5-6: Parts of a plant	<ul style="list-style-type: none"> - Share the diagram of the plant and ask the children if they can name any of the parts. Share the labels and address any misconceptions.
Slide 7-8: Parts of a tree	<ul style="list-style-type: none"> - Share the diagram of the tree and ask the children if they can name any of the parts. Share the labels and address any misconceptions.

Slide 9-13: British fruit	<ul style="list-style-type: none"> - Use the presentation slides to explain to the children how a range of popular British fruit is grown. Give the children opportunities to share their own experiences of the fruits. Have they seen fruit trees or plants before? Challenge them to look out for them in their local areas. - As you go through the presentation, give the children opportunities to apply their new learning and name the different parts of each of the trees and plants.
Slide 14: Exploring and describing seeds	<ul style="list-style-type: none"> - Demonstrate how to cut up a variety of fruit to find the seeds. - Model how to use a knife safely and correctly and give the children the opportunity to chop some of the fruit for themselves e.g. a grape each. - Alternatively, you could give the children fruit with seeds that are more easily accessible without a knife such as cherries and strawberries. - Ask the children to describe the seeds they have collected using comparative language e.g. the strawberry seed is smaller than the apple seed. My strawberry has more seeds than my cherry. - You might like to also give the children the opportunity to plant one of their seeds and take home and care for it.

Links to the National Curriculum:

Subject	Topic	Objective
Science	Plants	<ul style="list-style-type: none"> - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. - Identify and describe the basic structure of a variety of common flowering plants, including trees.
Design and Technology	Cooking and nutrition	<ul style="list-style-type: none"> - Understand where food comes from.
Maths	Measurement	<p>Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> - Lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] - Mass/weight [for example, heavy/light, heavier than, lighter than] - Capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]