



## Stage 4: Making a food product

### Learning objectives:

- To produce a food product

### Stage overview:

In this stage, the children will make the food flag yoghurt that they have designed using the ingredients that they chose. This is an excellent opportunity to provide children with meaningful, real-life opportunities to apply their Maths learning. The 'Maths with meaning' section provides ideas that could be used to teach or reinforce some of the Year 1 learning objectives in a practical way.

### Materials needed:

- Yoghurt made with British milk
- Seasonal British fruit
- Measuring jugs
- Mixing bowls
- Vegetable knives (or butter knives if only working with soft fruit)
- Chopping boards
- Tablespoons
- Bowls to present their flag yoghurt in

### Presentation notes:

Slide 2: Recap	<ul style="list-style-type: none"> <li>- To revise their learning from previous stages, ask the children if they can remember where yoghurt comes from, how it is made and where fruit comes from.</li> <li>- Challenge the children to explain to a partner the importance of buying British produce.</li> </ul>
Slide 3: Food hygiene	<ul style="list-style-type: none"> <li>- Explain that before we can begin preparing our food products, we need to wash our hands thoroughly with soap and water, tie back long hair, roll up our sleeves, put on an apron and clean our work surfaces.</li> </ul>
Slide 4: Safety in the kitchen	<ul style="list-style-type: none"> <li>- Ask the children to look around the room and spot the potential hazards. E.g. sharp knives, peelers and graters; hot ovens, hobs, pans; slipping on spilt liquids/ food etc.</li> <li>- Take feedback and make sure the children's attention is drawn to the hazards before they begin preparing their products.</li> <li>- Use the power point to share the rules for working with sharp knives.</li> </ul>
Practical task	<ul style="list-style-type: none"> <li>- Model how to measure the yoghurt out accurately and read the scale on the measuring jug.</li> <li>- Encourage the children to follow their plans and count out the fruit</li> </ul>

	ingredients that they need.
Slide 5-6: Preparing fruit	<ul style="list-style-type: none"> <li>- These slides have been produced by Primary Food Tech and provide step by step guidance on how to safely chop and prepare fruit.</li> <li>- Before the children prepare their yoghurt toppings and make their flags, use the slides to model how to safely prepare the children's fruit ingredients. These slides could also be printed and laminated so the children can refer to them while they work.</li> <li>- The children could then use a green screen iPad application such as 'DoInk' to create a cooking show. The children could star as TV chefs making their yoghurt desserts and talking about what they have learned along the way e.g. kitchen safety, where the ingredients have come from etc.</li> </ul>

## Adding a pinch of Maths with meaning!

### Number:

- There are lots of opportunities for incorporating counting practise into this session. The children could count how many of each fruit they are using, how many fruits they have in total, how many pieces of fruit they have once it has been chopped etc.
- This could be extended to asking the children to count the number of fruits that their whole group has. Challenge the children to think of a way to speed this up and then ask them to count the fruit in groups of twos, tens and fives, perhaps timing each attempt to demonstrate which is faster or asking different groups to count in different increments and then challenging them to a counting race.
- Pose simple questions about the number of fruit pieces each child has e.g. how many would you have if I gave you one more? How many would you have if you dropped one on the floor?

### Fractions

- After the children have made their products and photographed them for their advertising campaigns, you could bring in some fractions learning while they are tasting their product.
- Ask: if I wanted to share my dessert with one/two other person/ people, how many EQUAL sections will I need to divide it into? Go through the meaning of the terms quarters and halves and how many equal parts the yoghurt will need to be divided into for each. Reinforce this by asking the children to first divide their yoghurt in half and then into quarters.
- Ask the children to first eat one quarter of their yoghurt and challenge them to think about how many quarters are left? Then ask them to eat a half of their yoghurt etc. Reinforce each question with a written number sentence on the board.

## Links to the National Curriculum:

Subject	Topic	Objective
Maths	Number	<ul style="list-style-type: none"><li>- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li><li>- Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li><li>- Given a number, identify one more and one less</li><li>- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li><li>- Read and write numbers from 1 to 20 in numerals and words</li></ul>
	Measurement	<ul style="list-style-type: none"><li>- Measure and begin to record capacity and volume.</li></ul>
Design and Technology	Make	<ul style="list-style-type: none"><li>- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</li><li>- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li></ul>
	Cooking and nutrition	<ul style="list-style-type: none"><li>- Use the basic principles of a healthy and varied diet to prepare dishes.</li></ul>
Computing		<ul style="list-style-type: none"><li>- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li></ul>