



Stage 5: Evaluating a food product

Learning objectives:

- To evaluate a food product
- To identify and name the basic parts of the human body and say which part of the body is associated with each sense

Stage overview:

In this stage, the children will explore their five senses before using them to evaluate their yoghurt dessert.

Materials needed:

- Timer or watch
- Opaque boxes/bags with a range of familiar objects hidden inside
- Cups or yogurt pots with strong-smelling foods inside, covered with paper or kitchen roll with small holes poked in and held in place with an elastic bag
- Range of foods for tasting

Presentation notes:

Slide 2: Introduction	<ul style="list-style-type: none"> - Explain that before we can taste our delicious yoghurt desserts, we need to learn about our senses that we can use all of them to describe and evaluate our food product. - As a class, sing 'head, shoulders, knees and toes' with the actions and address any misconceptions.
Slide 3: Senses	<ul style="list-style-type: none"> - Use the presentation to discuss our five senses and which sense organs we use for each of them. - Explain that our senses of sight, hearing, smell, touch and taste help us to make sense of the world around us and, importantly, keep use safe. For example, we can use our senses to help us identify food that might make us ill, time when it might be unsafe to cross a road or objects that might be too hot or sharp to touch. - Discuss with children when they have used each sense so far today, for example they may have used their sense of taste while eating their breakfast, or their sense of hearing to listen for their name during the register or their sense of sight to see when the light on the pedestrian crossing changed to green. - Watch video to take a look at senses in use on a farm: - https://www.youtube.com/watch?v=JCsQbE3-gfU&list=PLfQQD6ZJA60YhGhL-T9NhinJGYiNi0vf&index=10
Slide 4: Exploring sight	<ul style="list-style-type: none"> - You could play traditional 'I Spy' here, in which players look for something beginning with a particular letter, or you could give children the opportunity to practise their phonics skills by adapting the game so that they are looking for something that contains a certain sound. For example, "I spy with my little eye, something that has the 'ar' sound," (carpet, arm, garden etc.) - Throughout the game, reinforce that we are using our eyes and sense of sight to find the objects.

Slide 5: Exploring hearing	<ul style="list-style-type: none"> - Carry out a 'listening minute' both indoors and outdoors. Ask the children to sit in silence and think about what they can hear. - Ensure the children keep their eyes closed during their listening minutes so that they are only using their sense of hearing to identify things. - You could ask them to write lists of the things they hear. Alternatively, you could play them some sounds found online and see if they can identify the sources. - Throughout the activity, keep reminding the children that they are using their sense of hearing and ears to identify things. <p>Questions to ask:</p> <ul style="list-style-type: none"> - Did you hear the same sounds indoors and outdoors? - How easy or hard was it to work out what was making all the different sounds? - Were all the sounds the same volume, or were some louder and some quieter sounds?
Slide 6: Exploring touch	<ul style="list-style-type: none"> - Hide a selection of familiar objects in an opaque bag or box and ask children to reach inside and try and identify the items. - Throughout the activity, keep reminding the children that they are using their sense of touch and skin to identify things. - Children can think that they just use their hands for their sense of touch, not their skin. To help them learn that it is our skin and not just our hands that use our sense of touch, offer them two very different objects, such as a teddy and a book, and ask them to identify which is which using only their feet or forearms with their eyes closed. <p>Questions to ask:</p> <ul style="list-style-type: none"> - Was it easy or hard to work out what was hidden using only your sense of touch? - Could you tell if the objects were soft or hard? - Could you tell what colour they were? - Could you tell if they were rough or smooth?
Slide 7: Exploring smell	<ul style="list-style-type: none"> - Hide some familiar-smelling objects in small opaque cups or yogurt pots, cover the top with a piece of paper or kitchen towel with small holes poked in and secure this in place with an elastic band. - Ask children to smell each pot and try and identify what is inside. Foods which work well in this activity include oranges, lemons, coffee grounds, mints, garlic, onion, curry powder and some cheeses. - Throughout the activity, keep reminding the children that they are using their sense of smell and their nose to identify things. <p>Questions to ask:</p> <ul style="list-style-type: none"> - Was it easy or hard to work out what was hidden using only your sense of smell? - Were all of the smells nice or were there some that you didn't like? <p>Health & Safety – Make sure you are aware of any allergies in your class before allowing children to smell hidden foods.</p>
Slide 8: Exploring taste	<ul style="list-style-type: none"> - Carry out a blindfolded taste test of some familiar foods. You could offer children a range of different foods to try or limit the range to different kinds/flavours of the same thing, for example differently flavoured crisps. - Some children may be reluctant to try something they can't see, and so using different flavoured crisps is a good option here as they will not

	<p>need to be blindfolded.</p> <ul style="list-style-type: none"> - To truly limit children to just their sense of taste, you could also ask them to hold their noses so that they cannot use their sense of smell. - Throughout the activity, keep reminding the children that they are using their sense of taste and their tongue to identify things. <p>Questions to ask:</p> <ul style="list-style-type: none"> - Was it easy or hard to work out what was hidden using only your sense of taste? - Were all of the tastes nice or were there some that you didn't like? - Was it easy or difficult to work out what flavour each crisp was? <p>Health and Safety – Make sure you are aware of any allergies or dietary restrictions in your class before allowing them to taste any food.</p> <ul style="list-style-type: none"> - Ask children to discuss which sense they would use for each activity. Humans rarely just use one sense in isolation so they may want to give more than one answer.
Slide 9: Yoghurt dessert evaluation	<ul style="list-style-type: none"> - Explain that now the children will use all of their senses to evaluate their yoghurt dessert. - First, they should look at it and think of some words to describe how it looks. Does it look the same as their plan? What is different? - Then they should smell it and describe what they can smell. Do all the fruits smell the same? - Then they should taste it and describe both what it tastes like and how it feels in their mouth. How is the texture of the fruit different to the yoghurt? - Ask them to count the number of pieces of each fruit they used and decide if they used more, fewer or the same number as their plan.

Links to the National Curriculum:

Subject	Topic	Objective
Science	Animals, including humans	<ul style="list-style-type: none"> - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Maths	Number	<ul style="list-style-type: none"> - Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - Given a number, identify one more and one less - 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 - Read and write numbers from 1 to 20 in numerals and words
Design and Technology	Evaluate	<ul style="list-style-type: none"> - Evaluate their ideas and products against design criteria.