M. From Harvesting to Cooking!

Previous Step: Harvesting

BY THE END OF THIS MONTH, PUPILS WILL HAVE:

- ❑ Harvested vegetables which are ready to be gathered;
- ❑ Helped in the preparation of vegetables for eating;
- ❑ Learned about the preparation and cooking of vegetables;
- ❑ Read and prepared recipes;
- ❑ Written their own comments about the food they have prepared and cooked.

FROM HARVESTING...

1. Harvesting...
requires consideration of the seasons and the development of crops over a period of time, how they develop and when they are ready to be harvested.

Key Idea: **seasonality;** different crops can be planted and harvested at different times of the year. By considering seasonality of vegetables and where they come from children can begin to address important themes linked to sustainability, such as food miles and transport.

ACTIVITY 1: Knowing that different vegetables are in season at different times of the year helps children to appreciate how different foods and recipes have been developed for different times of the year.

Children can gather information on what is available in local supermarkets and compare with a crop calendar to see where the supermarket varieties come from.

Teachers can use this to engage in discussion around why these differences occur (climate, sun) and how the crops and fruits come to our supermarkets.

Discussing transport of foods leads to ideas around energy use, pollution and sustainability.

M. From Harvesting to Cooking!

2. Tasting and Cooking

Learning to grow and prepare local vegetables that are available 'in season' is an important step in understanding sustainability. It also links with other concepts such as time, the weather and the seasons (latitude). Children will also learn that the nutritional value and taste of foods is best when the food is in season. Such understanding can be enhanced through activities linked to tasting of food.

ACTIVITY 2A: The "Taste Adventure"
Using their five senses of taste, touch, smell, hearing and sight, children can explore the different properties of vegetables, foods and spices. With sufficient practice, children will be able to develop these senses and learn to appreciate the different qualities of foods and how they can be used in food preparation.

ACTIVITY 2B: The Classroom Restaurant
After harvesting and cleaning crops that can be eaten raw, such as lettuce, radish, carrot, rocket, the classroom can be turned into a taste appreciation restaurant. Children can taste each of the crops; feel the crunch and sense their flavour, and be asked to write a sentence about each of them.

ACTIVITY 2C: Scoring and Sharing
They can also give a score out of 10 for each of the crops they have tasted. The class can then discuss their experiences and whether they have tasted these crops before. They can also discuss why different people experience tastes in different ways and what types of foods are healthy and why they are important nutritionally.

TO COOKING...

3. Food Preparation

As well as understanding the seasonality of foods, and developing sensory appreciation of the diverse qualities of different fruits and vegetables, it is important for children to begin to develop some culinary life skills.

ACTIVITY 3A: If you can enlist the help of the school canteen staff, it may be possible to use the crops harvested from the garden to prepare a small meal for children and parents.

ACTIVITY 3B: If the canteen staff, or suitably experienced external people from the community, are willing, it may be possible to take small groups of children at a time to prepare simple meals in the school canteen, or kitchen, if available.

ACTIVITY 3C: As "homework", children can take the crops home and, with the help of their parents, prepare the food for their family and write a report about how they found it. Recipes or the grown produce can be sold at a small price to increase revenues for the garden; but vegetables can also be used for art work and fancy displays.

M. From Harvesting to Cooking!
Across the Curriculum

HEALTH AND WELLBEING

- Learners develop their understanding of a healthy diet, which is one composed of a variety and balance of foods and drinks.
- They acquire knowledge and skills to make healthy food choices and help to establish lifelong healthy eating habits.
- They develop an appreciation that eating can be an enjoyable activity and understand the role of food within social and cultural contexts.
- They explore how the dietary needs of individuals and groups vary through life stages, for example during pregnancy and puberty, and the role of breastfeeding during infancy.
- Learners develop knowledge and understanding of safe and hygienic practices and their importance to health and wellbeing and apply these in practical activities and everyday routines including good oral health.
- They develop awareness that food practices and choices depend on many factors including availability, sustainability, season, cost, religious beliefs, culture, peer pressure, advertising and the media.

SCIENCES

The sciences framework provides a range of different contexts for learning which draw on important aspects of everyday life and work.

Learning in the sciences will enable me to:

- develop **curiosity** and understanding of the environment and **my place in the living, material and physical** world
- demonstrate a secure knowledge and understanding of the **big ideas** and concepts of the sciences
- develop **skills for learning, life and work**
- develop the skills of **scientific inquiry** and investigation using **practical techniques**
- develop skills in the **accurate use of scientific language**, formulae and equations
- apply **safety measures** and take necessary actions to control risk and hazards
- recognise the impact the sciences make on **my life**, the lives of others, the environment and on society
- recognise the role of **creativity and inventiveness** in the development of the sciences
- develop an understanding of the **Earth's resources** and the need for responsible use of them
- express opinions and **make decisions** on social, moral, ethical, economic and environmental issues based upon sound understanding
- develop as a **scientifically-literate citizen** with a lifelong interest in the sciences
- **establish the foundation** for more advanced learning and future careers in the sciences and the technologies.