



Fruit Salad

Farm to Fork

Part of the
TESCO
Eat Happy Project

RECIPE LESSON PLAN Age group: 5-6 years

ENGLISH

Suggested text: Handa's Surprise by Eileen Browne but if you don't have a copy you will be able to apply the activity ideas to a text of your choice or access a free version as a signed story at <http://www.signedstories.com/story-world/adventure/handas-surprise>. There are free resources related to the text widely available on other sites; e.g. at www.teachinglibrary.co.uk.

Reading – Comprehension

▶ ENGLAND

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- becoming very familiar with key stories ... , and retelling them.

Understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know ...
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done.
- explaining clearly their understanding of what is being read to them.

▶ WALES

Follow stories read to them and respond as appropriate.

▶ SCOTLAND

Use texts to find useful or interesting information and use this to plan, make choices or learn new things.

▶ NORTHERN IRELAND

Read, explore, understand and make use of a range of... texts; re-tell, re-read and act out a range of texts, representing ideas through drama [and] pictures.

Before reading the story, look at the cover of the book and ask questions such as these:

- Where is the story set?
- Who is Handa?
- Why is she carrying fruit on her head?
- Predict what the surprise might be.
- Look at the blurb on the back cover. Does this give us any more clues?

Then share the text with the class if you have it in print or online. The suggested text introduces seven different fruits (banana, guava, orange, mango, pineapple, avocado and passion fruit; tangerines are mentioned too) which Handa puts in her basket to take to her friend as a surprise, but on the way various animals are tempted by the fruit. This story works well alongside the recipe related to this lesson, Fruit Salad.

After reading:

- Talk about each fruit with the children and ask which ones they have heard of or tasted.
- Ask the children to help you to find the descriptive words. [e.g. soft, yellow banana, tangy purple passion fruit].
- Which fruits did each animal take? [e.g. monkey: banana, elephant: mango].
- Who got the biggest surprise at the end? [Handa, as her basket is full of tangerines].

Retell the story in different ways:

- Role play. The children could make or download masks to help them play the different characters and animals.
- Get the children to create a series of pictures to sequence as an aid to retelling the story or to make their own story maps to reinforce the characters, sequence and events.

Reading – Word Reading

▶ ENGLAND

Read words of more than one syllable that contain taught GPCs.

▶ WALES

Respond appropriately to books, considering what they read in terms of content... and the language used.

▶ SCOTLAND

Explore sounds, letters and words, discovering how they work together.

▶ NORTHERN IRELAND

Recognise and notice how words are constructed and spelt.

- Read a suitable book that tells a story about fruit; e.g. Handa's Surprise by Eileen Browne.
- Prepare some picture cards linked to the story you chose.
- Have pictures of fruits from the story (in Handa's Surprise these are banana, guava, orange, mango, pineapple, passion fruit, avocado and tangerine) in a basket or other container. A download is provided.

Invite one child at a time to pick a fruit picture from the basket:

- Ask them to name the fruit.
- Get all the children to say the name and clap it.
- The child holding the fruit needs to identify how many syllables there are in the name of the fruit. [mango – 2; pineapple – 3; etc.]
- Continue until all the fruit names have been explored in terms of syllables.

The cards could also be used for other games, such as 'Snap' and 'Pelmanism'.

Reading – Word Reading

▶ ENGLAND

Write sentences by:

- Saying out loud what they are going to write about.
- Composing a sentence orally before writing it.

Discuss what they have written with the teacher or other pupils.

▶ WALES

Begin to write in a conventional way, communicating by using words, phrases and short sentences, linked to familiar patterns.

▶ SCOTLAND

Students explore and play with the patterns and sounds of language and use what they learn.

▶ NORTHERN IRELAND

Talk about and plan what they are going to write; organise, structure and present ideas and information.

- Make lists of vocabulary together to name and describe the fruits that are in the story and/or on the recipe card for Fruit Salad.
- Use the lists to model how to say and then write simple repeating sentences about the fruits in your list – e.g. My guava is sweet smelling. My apples are crunchy. My strawberries are juicy.
- You may ask children to repeat this independently by writing signs with descriptions of the fruits for a fruit stall or grocers' role-play area.

Writing – Vocabulary, Grammar and Punctuation

▶ ENGLAND

Pupils should be taught to:

- Develop their understanding of question marks.

▶ WALES

Recognise that punctuation is essential to help a reader understand what is written.

▶ SCOTLAND

Explore and play with the patterns and sounds of language and use what they learn.

▶ NORTHERN IRELAND

Develop increasing competence in the use of grammar and punctuation.

Handa's Surprise is a story that contains lots of questions – e.g. 'I wonder which fruit she'll like best?', 'Will she like the soft yellow banana... or the sweet-smelling guava?'

- Display the text to find the questions and question marks in the story with the children.
- Ask the children to think of other questions they could ask– e.g. 'Which is your favourite fruit?', 'Do you prefer oranges or bananas?'
- Model the formation of a question mark. Ask the children to write it in the air and then on the board / a mini whiteboard.
- Write some simple sentences on the board and ask the children to read them for you, identifying which need a question mark.

MATHS

Number

▶ ENGLAND

Pupils should be taught to:

- read and write numbers from 1 to 20 in numerals and words.
- given a number, identify one more and one less.

▶ WALES

Use number names accurately, matching the symbol to the sound.

Count, read, write, compare and order numbers, and appreciate the conservation of number.

▶ SCOTLAND

Students can use practical materials and can 'count on and back' to help them to understand addition and subtraction, recording their ideas and solutions in different ways.

▶ NORTHERN IRELAND

Develop skills in estimation of length, 'weight', volume/capacity and area.

- Depending on resources available to you, you may draw, use plastic fruit, cut out pictures etc. to challenge children to practise counting from 1 to 20.
- You may also have numerals and words cards from which children may choose to match the numeral/word to the drawing or collection of plastic fruit. Play several times, even inviting children to draw or select plastic fruit to challenge peers.
- Children tend to find the concept of 'one less' more difficult than 'one more'. The story of *Handa's Surprise* provides a useful role-play opportunity to practise 'one less' as children can take it in turns to pretend to be the different animals talking fruit from the basket one at a time.

Fractions

▶ ENGLAND

Recognise, find and name a half as one of two equal parts of an object.
Recognise, find and name a quarter as one of four equal parts of an object.

▶ WALES

Use fractions to estimate, describe and compare proportions of a whole.

▶ SCOTLAND

Students can share out a group of items by making smaller groups and can split a whole object into smaller parts.

▶ NORTHERN IRELAND

Recognise and use simple everyday fractions.

- Again, depending on resources available to you, you may wish to cut up fruit with the children to talk about halves and quarters in context.
- Alternatively, set up group work with modelling dough and play knives so children can create the fruit. Talk about how, if we are sharing the fruit between two, we need to cut it up so that the two parts are the same. Get children to cut the 'fruit' and then put one piece on top of the other to check that they are the same size. Tell the children that we have made two halves. Repeat for quarters if children have understood halves.
- Use the downloadable template for follow-up work and further practice in making halves and quarters as well as cutting skills.

Measure

▶ ENGLAND

Recognise and know the value of different denominations of coins.
Compare, describe and solve practical problems for mass or weight.

▶ WALES

Recognise, sort and use coins; find totals, and give change.
Compare and order two or more objects in terms of mass.

▶ SCOTLAND

Develop an awareness of how money is used and can recognise and use a range of coins.
Estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units.

▶ NORTHERN IRELAND

Recognise coins and use them in simple contexts.
Understand and use the language associated with length, 'weight' and capacity.

If you have set up a role-play area with a fruit stall as suggested above, use this with the children to explore money:

- If you have plastic (or real) money, revisit these to ensure that they can identify coins up to £1.
- Display the fruits (they may be real, models or pictures).
- Talk about how you will price the fruit. Bananas – 10p each, two apples for 15p etc.
- Make signs for the prices.
- Ensure you allow time for the children to enjoy playing in the area and practise using the money vocabulary.

Compare fruits by holding one in each hand and asking which one feels the heavier.

- Ask children whether the larger fruit is always the heaviest.
- Talk about how it is sometimes difficult to be sure which fruit is heavier, and ask the children what equipment they could use to find out. [e.g. balancing scales].
- Together or in groups ask the children to order a few fruits, from the lightest to the heaviest.

SCIENCE

Working scientifically

▶ ENGLAND

Observe closely using simple equipment e.g. magnifying glass.

▶ WALES

They ask and answer a range of questions, observe, collect and record information in a variety of ways.

▶ SCOTLAND

Observe, collect, measure and record evidence.

▶ NORTHERN IRELAND

Exploring and examining photographs, objects and other items.

Arrange for the children to work with real samples of fruit. If possible choose unusual fruits such as pomegranate, guava and star fruit.

- Talk about how important it is in science to look very carefully at objects.
- Together or in groups, ask the children to look carefully and describe the look, smell and feel of the outside of the fruit. Encourage them to use all their senses.
- Under supervision, cut the fruit open and again encourage them to look carefully with a magnifying glass and again to use their senses.
- Ensure that you get children to record their findings – e.g. take photographs, paint or draw, record their descriptions using simple recording devices, write simple sentences or create word banks of exciting vocabulary.

ART

▶ ENGLAND

Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

▶ WALES

Mix shape, arrange and combine materials to create their own images and objects, communicate and express their ideas, feelings and memories creatively
Scotland: Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art & design.

▶ NORTHERN IRELAND

Ireland: From observing and recording first hand experiences and responding to memory and imagination to being able to collect, examine, select and use resource material to contribute to the development of ideas

- Make close observational drawings linked to the science activity above, using magnifying glasses to focus on the detail. Extend by using pen and ink, chalks or pastels.
- Make fruits for use in role play from clay, modelling dough, junk modelling or paint.
- Print with fruit. Use the textures of the skins or cut them in half, dip in paint and stamp.