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## LESSON PLAN FOR LASSI

EARLY YEARS AND KEY STAGE 1/2

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## **Topic**

Take your pick! This is the beauty of his recipe it can fit into all areas of the curriculum.

## **Aims**

To work cross curriculum by teaching English, Maths, Science, Art and Design, Design and Technology, Cooking and Nutrition, Geography, History.

## **Age**

Early years, 1, 2 and 3.

## **Level**

Early years, Key stage 1, 2 and 3.

## **Time**

Preparation time and cooking time 30 minutes (more if you make your own ice)

## **Materials**

Try the recipe x by 4 and this means all the children will get to try the lassi.

2kg plain yogurt

400ml water

100g-200g honey

16 cubes of ice

1 tsp ground ginger

1 tsp ground cardamom

2 mangoes

Blender/smoothie maker/food processor.

Bowls

Table knife

Tsp

Small frying pan

Hob/induction pan

Pestle and mortar/spice grinder

Flash cards for mangoes

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\*try the savoury version!

## **Introduction**

In this lesson the children will be learning the following skills;

- Weighing and measuring using spoons and cups, measuring liquids, (yogurt), using balance and digital scales. All ingredients.
- Cutting the mango using a table knife.
- Removing the mango using a tsp.
- Toasting the spices. Dry frying.
- Grinding the spices in a pestle and mortar.
- Mixing.
- Blending.
- Tearing or cutting herbs using scissors.
- Decorating/presenting the lassi.

## **Procedure**

- See recipe for method.
- Make sure you clean all the environment before cooking. I recommend you buy a wipeable table cloth for the tables and store it away dry and only use it for cooking.
- Line the children up to wash their hands, put on an apron, tie their hair back and remove nail varnish.
- Weigh the ingredients out in a maths lesson the day before and set aside on trays. Put out the ingredients and equipment the night or morning before the cooking. Or weigh and measure the ingredients out for the children and lay put on the tables before the children arrive along with the equipment.
- The children could wash up if there is a suitable height sink and the water is not too hot. Or the adults clean as part of their clean down at the end of the day.

## **Follow up tasks**

- Maybe a project on dairy products enriching their knowledge on cheese, milk and yoghurt. Using natural sugars like honey and maple syrup for sweetening. You could discuss the maple syrup trees if you choose to focus on recognising trees. Address the yogurts that have a lot of sugar in them. Show how you could puree frozen, tinned and fresh fruit and stir it through the natural yogurt with the natural sugars.
- Try toasting and grinding the spices yourself.
- Try a savoury lassi, or adjust the spices in both recipes to experiment with flavours - try cinnamon, saffron or rosewater in the sweet lassi, or fennel, turmeric or fresh herbs in the savoury lassi!

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- If you have lots of mint (which you will do if you have wild mint) try and think of another recipe including mint. Mint and cucumber tzatziki salad, especially if you're growing cucumbers in school. Maybe something that could be put into a packed lunch. Tzatziki is an excellent healthy dip for raw vegetables.

## **Health and safety**

- Using a blender or food processor. The adult would take charge of this, as there is often an exposed blade.
- Lots of children can have an allergy to dairy. You can substitute the plain yoghurt for soya or goat's milk yogurt.
- Using the scissors to cut the herbs, the children's hands will be away from the blades but it's good to be aware that scissors have a sharp blade.

## **Healthy eating messages**

- I recommend you make or buy some flash cards of fruit and vegetables and how they grow.
- Eat as part of a balanced diet. This recipe contains dairy (yogurt), natural sugar (honey) and fresh mango.
- Increase the amount of fruit and vegetables. Working towards the 5 a day. By added fresh mango it could be classed as 1 portion. You could substitute the mango for any other soft fruit like raspberries, blueberries, blackberries, strawberries, kiwi etc. Make sure you use these in season, as most soft fruit can be grown in this country. Don't forget you can also use frozen or tinned fruit in juice NOT SUGAR!
- High in dairy which is rich in calcium. It is vital for good bones and teeth.
- Using honey is a natural sugar made from bees but it is still classed as sugar and the connection between tooth decay and weight gain, sugar swaps. What I mean with sugar swaps change processed sugar to a natural sugar like with honey or maple syrup.
- Savoury lassi is a healthy alternative drink

## **Skills**

- Weighing and measuring. The ingredients could be weighed and measured the day before as part of a numeracy lesson. Including the toasting of the spices.
- Using a blender or food processor. The adult will take responsibility for this but do it in front of the children so they can see what happens in a blender or food processor. Talk to the children about the sharp blade and not to touch it. And when washing up, never put the blade in the washing up bowl covered in

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bubbles as someone else could come along and place their hand in the sink and cut themselves.

- Toasting spices. With Early years, key stage 1 and 2 the teachers should take charge of the toasting spices. The teacher could use an induction hob in the classroom and place it safely away from the children but at a height they can see, and cook it in front of them.
- Mixing. Teach the children to hold the side of the bowl with one hand and stir with the other, slowly, as some children mix very quickly and lose their mixture.
- Preparing a mango/hedgehog a mango. The best way to prepare a mango is to firstly identify the back bone of the mango and on either side there are cheeks. Take the knife and cut either side of the back bone to remove the two cheeks. Discard the sharp knife and take a table knife and cut the flesh side off the mango in a diamond shape and not cutting through the skin. Push the cheeks inside out and remove the “spikes” using a tsp or their hands is the mango is really ripe. For Early years you can cut the cheeks for them and they take off the “spikes” with the tsp. This will be good for their fine motor skills. Don't throw away the stone, cut the skin off and the teacher can cut off the rest of the mango from the stone.
- Tearing the herbs. With early years you can ask the children to tear them using “their best tools” their hands.
- Chopping herbs. The best way to chop herbs is to place them in a plastic jug and put the herbs in the bottom of the jug. Ask the children to hold the handle of the jug and using scissors cut up the herbs. This way their hands will not get cut.

## ***Ingredients and cultural diversity***

- Plain yogurt. Types of yogurt available. Alternative options use soya or goat's milk yogurt.
- Water. A vital part of life. For all things living and growing.
- Honey. There maybe local honey you could buy and do a taste test against other honey from around the world. Get the children to describe what the honey tastes like.
- Ground ginger, cardamom and cumin seeds. Spices. Indian food culture.
- Fresh mango, grown in warm climates. West Indies and America. Using alternative soft fruit like raspberries, strawberries, blackberries, blueberries. Options for changing seasonings to suit personal / cultural tastes.
- Mint. Fresh herbs, mint grows easily in England. You could grow some in a window box.

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## **Provenance and sustainability**

- If you have growing facilities in school. Plant the mint in a window box. Water it and use it in cooking. This will link in nicely with the science curriculum.
- Planting and harvesting will introduce the children to seasonality. Although mint does grow and survive all year round in the UK, but mangoes do not grow in the country. Why? Weather conditions?
- It is grown in Great Britain.
- Describe what environment is needed for a plant to grow.
- You could talk to the children about the production of honey. The role of Bees in the world and the importance of them pollenating plants and flowers.
- Yogurt normally is made from cow's milk but you can buy soy or goats milk yogurt.
- Consider alternative fruit for the lassi, soft fruit like strawberries, blackberries, raspberries, blueberries etc. Try and use these fruits in the season they are harvested in to re-enforce seasonality.
- Compare cost and nutrition of homemade and processed yogurt based drink. This would be great for key stage 2 children. It could be linked in to a whole project on drinks/water. You could look at all the drinks available and compare nutritional and ingredients. Compare it to water and milk which is what the children should be drinking. The main ingredients you will be focusing on is the sugar content.

## **Links to the national curriculum**

### **English-**

- Listen and respond appropriately to adults and their peers.

*While the teacher demonstrates the children will be listening, responding and asking questions.*

- Ask relevant questions to extend their understanding and knowledge.

*The children will be encourage to ask questions on why certain things are done or added, for example what is going to happen in the blender.*

- Use relevant strategies to build their vocabulary.

*The children will be building their vocabulary by the teacher introducing new words including ingredients, methods of cooking etc.*

- Articulate and justify answers, arguments and opinions.

*The children will be encourage to share their opinions on ingredients and methods, likes, dislikes and why?*

- Give well-structured descriptions, explanations and narratives for different purposes, including fro expressing feelings.

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*It is a good idea to have a word bank on the wall of the classroom to increase and encourage feelings, descriptions, explanations etc.*

- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

*All children will stay on topic as they will be too busy to engage in other activities. As all ingredients and equipment will be set out for them.*

- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

*What will happen to the ingredients in the blender? What is the role of the fruit in the lassi? What will the lassi look like when blended, or taste like?*

- Speak audibly and fluently with an increasing command of Standard English.

*While demonstrated the teacher will be asking questions throughout, increasing their Standard English.*

- Participate in discussions, presentations, performances, role play, improvisations and debates.

*You could get the children to present their lassi and they could decorate them with fresh fruit etc.*

- Gain, maintain and monitor the interest of the listeners.

*The children will be watching and listening very closely. Especially if they are going to be asked to write a piece of work.*

- Consider and evaluate different viewpoints, attending to and building on the contributions of others.

*Evaluate how many children liked the preparation and decorating process and how they would change it/build on the skills and knowledge in the future.*

- Working in a whole classroom environment or in small groups.

*This recipe could be done in a whole classroom environment with 2 adults or in small groups of 6-8 with one adult, see below for details.*

*Ask the children to watch you add all the ingredients into the blender and once blended and served, ask the children to sit in a circle and taste all together. That way there is not a chance for a negative reaction before anyone else tastes it. Talk to the children before about it is ok not to like something but it important to try someone once. Then describe what it is about it they don't like.*

## **Mathematics-**

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from a given number.
- Count, read and write numbers to 100 in numerals, count multiples of twos, fives and tens.
- Given a number, identify one more or 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.

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- Read and write numbers from 1 to 20 in numerals and words.
- Add and subtract one-digit and two-digit numbers to 20, including zero.
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.
- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

All the above will and can be taught through weighing and measuring all the ingredients.

- Fractions-recognise, find and name half as one of two equal parts of an object, shape or quantity.
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
- Pupils should be taught, Lengths and heights, mass and weight, capacity and volume, time.

*This can be demonstrated with the liquid, water.*

- Sequences events in chronological order using language for example before and after, next, first etc.

*You have to add the fruit first and then the yoghurt as you want the fruit to blend in the bottom of the blender first.*

- Recognise and use language relating to dates, including days of the week, weeks, months and years.

*You can use the yoghurt for this and check the date and work out how many days the yoghurt has left before it turns bad.*

- Recognise and name 2-D and 3-D shapes

*What is mango?*

- Choose and use appropriate standard units to estimate and measure length/height in any direction, mass, temperature, capacity to the nearest appropriate unit, using rulers, scales, thermometer and measuring vessels.

*What shall we use to weigh and measure? Measuring jugs, scales, spoons, what makes the blender work? How much volume will the lassi increase by when blended.*

- Read and write numbers up to 100 in numerals and in words.

*You can ask the children to read the amounts of the ingredients that you are putting in the blender.*

- Know the number of seconds in a minute.
- Compare durations of events (for example to calculate the time taken to particular event or task)

*The two above will be taught through telling the children how long it takes to blend the lassi, look at the clock and let the children know where the big and little hand will be when it has blended. They could estimate how long it will take.*

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## Science-

- Asking simple questions and recognising that they can be answered in different ways.
- Observing closely, using simple equipment.

*The children will be observing closely while you add the ingredients into the blender. Using mixing bowls, spoons, scales, table knives, tsps., scissors.*

- Performing simple tests.

*You could test how sweet honey is compared to white processed sugar and the quantity you need to get the same sweetness within the lassi. Perform a taste test and you could convert this into a numeracy table during a numeracy lesson.*

*Ask the children to smell the spices before you dry fry them and ground them in a pestle and mortar, the children could have a turn under supervision. Then ask the children to smell them grounded. Take about the heat releases the oils in the spices and they swell, then grounded them to releases more of the oils.*

*You could make your own ice cubes, using an ice cube tray.*

- Identifying and classifying.

*What is liquid and what is solid and how you can change the structure, for example blending the mango.*

*Being able to identify a fruit from it having a stone-mango. Being able to name other fruits with stones, plums, nectarines, peaches etc.*

*Will be taught through freezing the water to create ice.*

*Classification of processed sugars compared to natural sugars. Have examples there for the children to see. White, brown, granulated sugar compared to honey, maple syrup.*

- Using their observations and ideas to suggest answers to questions.

*What will happen to the ingredients in the blender?*

- Plants, identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.

*Where is mint grown and why? Spices- bushes and plants, mangoes-where do they grow and why?*

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.

*Talk about the animal farm industry and you have milk cows and meat cows and you make yoghurt from milk. Also how fish is farmed and in particular, salmon.*

- Identify and name a variety of common animals that re carnivores, herbivories and omnivores.

*Identify all animals that we eat, farm animals. Explain it is an industry/business, farming and that is why there are animals in the fields. Try and visit a working farms, there are many farmers who would be willing to show school children around their farms.*

- Describe and compare the structure of a variety of common animals.

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*A cow is a living animal, it has a heart, lungs legs etc. Be careful when discussing this subject teach to their age, you might find you have a few vegetarians after teaching. Remind the children depending on their age that there are dairy cows and meat cows, and the controversy around farming veal. (Key stage 3)*

- Identify a name a variety of everyday materials including wood, plastic, glass, metal, water and rock.

*You could talk about the blender/blade while talking about the safety of the blade, what are they made of? Why the blade has to be solid and the ingredients soft, why? Talk about the glass being perfect as we can see what is happening inside the blender. Water is an ingredient in the lassi, you could choose water as a topic.*

- Observe changes across the four seasons.

*If growing fruit and vegetables in school the children will have a far better understanding of the seasons and how it effects the growing and harvesting of fruit and vegetables. This is where you can talk about the mint and how it can grow all year round, see notes above.*

- Observe and describe weather associated with the seasons and how day length varies.

*Talk to children about what is grown in autumn and spring and the effect the weather has on the seasons and what grows at that time, also how mint can survive the cold but mangoes need the warm of the sun. High light in the classroom when the sun rises and sets, the effect this has on the plants.*

- Explore and compare the differences between things that are living, dead, and things that have never been alive.

*You can talk through the ingredients, naming what was or came from a live animal. For example yoghurt/milk came from a live cow's milk and salt comes from the sea.*

- Identify that most living things live in habitat to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.

*You can take the example of a cows habitat in terms of what is premium breed and what breed is for milk.*

- Identify and name a variety of plants and animals in their habitats, including micro-habitats

*What else grows on trees other than mangoes? Lemons, limes, pears, apples etc. What grazes in the fields? Cows, sheep, pigs etc.*

- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

*Humans eat cows and cows eat grass.*

- Observe and describe how seeds and bulbs grow into mature plants.

*It would be great to grow some mint. You could plant a window full of herbs and place it on the window seal of your classroom.*

- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

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*If you're growing mint the children will fully understand that water is needed from the rain, light from the sun, and the warm of the spring, summer months.*

- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

See above.

- Describe the importance for humans of exercise, the right amounts of different types of food and hygiene.

See above for notes.

- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and strengthening.

*This will be highlighted when the mango is being blended. How the ingredients end up smooth.*

*This could be done through using different shaped ice cubes trays and show the children the water/ice will mould to the shape it is poured into.*

## **Art and design-**

- To use a range of material creatively to design and make products.

*This will happen in every practical cooking lesson.*

- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

*Before making the lassi you could paint, draw or sculpture what they will look like once decorated. Discussion why they choose the make what they did.*

- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

*This will happen in every practical cooking lesson.*

- About the work of a range of artist, craft makers and designers, describing the differences and similarities between different practices a disciplines, and making links to their own work.

*Don't forget cooking is a culinary art form, the children could look at some cooking books for inspiration, ideas, some of the greats, idols of the cooking world. Get them to look up different recipes for lassis and smoothies.*

## **Design and Technology-**

- Design purposeful, functional, appealing products for themselves and other users based on design criteria.

*This will happen in every practical cooking lesson.*

- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and where appropriate, information and communication technology.

*This will happen in every practical cooking lesson.*

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- Select from and use a range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing)

*This will happen in every practical cooking lesson.*

- Select from a wide range of material and components, including construction materials, textiles and ingredients, according to their characteristics.

*You could make the lassi with hard fruits and show the children how this does not work and does not go very smooth, why? Compared to using soft fruit.*

- Explore and evaluate a range of existing products.

*If there is a similar product on the market you could buy it and compare it to what the children have made. Nutritional and cost wise.*

- Evaluate their ideas and products against design criteria's.

*Ask their opinions on the taste, texture, smell etc. Place in a table or chart and discuss how you could adapt it.*

- Build structures, exploring how they can be made stronger, stiffer and more stable.

## **Cooking and nutrition-**

- Use the basic principles of a healthy and varied diet to prepare dishes.

See notes above.

- Understand where food comes from.

See notes above.

- Understand and apply the principles of a healthy diet and varied diet.

*Use the eat well plate to point out the dairy section in compared with the rest of the plate.*

- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

*This recipe contains yogurt and fruit. Contributing to their 5 a day and dairy intake.*

- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

See notes above.

## **Geography-**

- Name and locate the world's seven continents and 5 oceans.

*When talking about the mangoes, you will be talking about the Americans/West Indies.*

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small arena in a contrasting non-European country.

*You could also talk about what things grow in the same countries and why?*

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- Identity seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the north and south poles

See notes above.

- Use physical features, including beach, cliff, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

*Mangoes grow on trees, honey is produced by bees, spices grow on bushes/plants, and yogurt is made from milk produced by cows, goats or soy beans. Mint is a plant and can grow in this country.*

- Key human features including city, town, village, factory, farm, house, office, port, harbour and shop.

*Try and visit a farm with the children so they can see, smell and hear the difference.*

- Physical including climate zones, biomes and vegetation belts, rivers, mountains, volcanos and earthquakes, and the water cycle.

See notes above.

- Human including types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

*A good opportunity to talk about the production of food and how that effect the price, air miles, fair trade, sustainability.*

## **History**

- Stone and Iron Age, Roman Empire, Anglo-Saxons and scots, Viking, Edward the confessor, local history study, ancient Greece.

*Yogurt was eaten by the Greeks, you could make the recipe using Greek yogurt. Or make a dip with cucumber and mint from your window box.*

*Honey is produced in Greece. This is in the lassi recipe.*

## **Skills the children will be taught through making this recipe.**

1. Weighing and measuring using spoons and cups, measuring liquids, (yogurt), using balance and digital scales. All ingredients.
2. Cutting the mango using a table knife.
3. Removing the mango using a tsp.
4. Toasting the spices. Dry frying.
5. Grinding the spices in a pestle and mortar.
6. Mixing.
7. Blending.
8. Tearing or cutting herbs using scissors.
9. Decorating/presenting the lassi.

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Progression of skills/how the recipe could change for key stage 2 and 3.

1. Key stage 3 children can take charge of the blender/food processor and the dry frying of the spices.

## The Recipe

### **SPICED HONEY LASSI**

Intensely refreshing and a lip smacking alternative to milkshakes.

Makes about 1 pint. You will need a good blender, capable of scrunching up ice cubes to make proper frothy, icy lassi. The spices flatter the mango, use banana instead if you prefer.

Ingredients;

500ml plain yogurt

100 ml water

25g - 50g honey (or to taste)

4 large ice cubes

¼ tsp ground ginger – or more to taste

¼ tsp ground cardamon – or more to taste

1 very ripe mango (optional)

Method;

1. Put all the ingredients in a blender and blitz until smooth. The ice is not essential but will make the lassi extra cold.

### **SAVOURY LASSI RECIPE**

Ingredients;

500ml plain yogurt

100 ml water

4 large ice cubes

½ tsp ground toasted cumin

¼ tsp dried mint (optional) or fresh sprigs mint to garnish

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Salt to taste

Method;

1. Put all the ingredients apart from the mint in a blender and blitz until smooth.  
Strain into a jug The ice is not essential but will make the lassi extra cold.
2. Garnish with dried or fresh mint