

Table of Delights

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Apples

A cartoon-style illustration of a red apple core with a small stem and leaf, positioned to the right of the word 'Apples'.

Lesson Plan for Apple and Poppy seed salad Early Years and key stage 1/2

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[APPLE AND POPPY SEED SALAD](#)

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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 through to key stage 2.

Level

Key stage 1 and 2, plus early years.

Time

Remember the preparation time, if you are using school grown kale/apples make sure you wash them before us in a bucket outside with cold water.

60 minutes

Materials

You can make 1 recipe per table (6). Then they will be able to have a taste or take it home

15tbsp cider vinegar

10tbsp runny honey

5tsp Dijon mustard

7.5tbsp poppy seeds

Salt

Pepper

15tbsp vegetable oil

3 red onions or 15 spring onions

6 bunches kale, 1 per table

10 apples

10 sticks celery, 2 sticks per table

10 sticks rhubarb

Flash cards for poppy plant, onions, spring onion, kale, apples, celery and rhubarb

1 glass bowl for demonstration for the teacher

6 Plastic bowls

6 serving spoons

6 sharp knives

12 measuring jugs, 6 for the kale and 6 for the dressing

6 pairs of scissors

6 graters

6 whisks

Containers to take the salad home or bowls and knife and fork to eat with.



Introduction

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

- Weighing and measuring using spoons and cups, measuring liquids (oil), using balance and digital scales. All ingredients
- Using a sharp knife. To cut the onions, apples, celery and Rhubarb.
- Grating soft foods. You could grate the apple
- Juicing a lemon
- Whisking. Whisking the dressing together.
- Using scissors. Cutting the kale using scissors in a jug.
- Peeling.
- Mixing ingredients together.
- Presenting the salad.

If you're doing this as a whole classroom cooking activity, but the knife skills, cutting on one table, juicing the lemons on another, whisking-making the dressing, peeling, chopping the kale with scissors and a measuring jug, grating so you have skill tables, the children can move around the room and master a certain skill.

Once it has been prepared bring the class together and mix everything in one large bowl.

You could then put a presentation bowl on each table and ask the children to present their salads that they might have already discussed and drawn or painted.

Procedure

- See recipe for method.
- Make sure you clean all the environment before cooking. I recommend you buy a wipe able 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

- If you have lots of kales or apples try and think of another recipe including them. Maybe something that could be put into a packed lunch.
- For example a salad make with cous cous or bulgar wheat, quinoa, smoothies, crumbles, pies, whole baked apples etc.
- You could develop the idea of fruit being used in salads, and how that would change seasonally. Try and growing the kale and apples in school or allotment or community gardens so you can include this into your learning, which will cover the science curriculum.

Health and safety

Cutting

- When using a sharp knife teach the children the bridge and claw techniques. For key stage 1 and 2 use a small bladed serrated knife. A small size for their hands and if it is serrated the children can tell which is the sharp side. As some children like to rest their index finger on the top of the knife to steady this. If they do this and the teeth are facing upwards they could cut themselves. Teach them it's like a saw or a crocodile's teeth.
- When cutting something in half make a bridge shape with the other hand the knife it is not in. Teach the children to put the knife through the bridge to keep the blade away from their fingers and use a sawing movement to cut through. If continually cutting find the flat side as it will prevent the food rolling around. If cutting food into pieces use a claw technique, shape the hand that does not have the knife into an animal's claw and rest on the food. The fingers and thumb are tucked underneath so they cannot be cut and keep moving their hand back when the knife gets close to the hand. Before using the knife they can practice with their index fingers.
- Don't use a knife to cut the kale, as it is very difficult to gather all the kale tighter to cut. The best way is to place the kale in a jug and ask the children to hold the handle and cut the kale using scissors.

Peeling

- Peeling is very difficult for children of all ages including key stage 3.
- There are three types of peelers. The swizzle peeler is a no for all ages as it has an exposed blade and can easily slip.

- The wide peeler should not be used until key stage 3. If your children are experienced peelers they could use it to peel long vegetables like a carrot or cucumber. They are taught to hold the end keeping their fingers away and stroke away from themselves from the top to the bottom.
- The best peeler is the Lancashire peeler, the straight edge blade which is not exposed. When peeling an apple ask the children to use a thumb as the lever and drag the peeler on an angle towards their thumb.

DON'T LET THE CHILDREN STAB THE APPLE AS THEY MIGHT GET OUT OF FRUSTRATION.



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.
- Increase the amount of fruit and vegetables. Working towards the 5 a day.
- Nutrition benefit of kale. It is said to lower Cholesterol which can lead to other major diseases. Combat cancer. A great antioxidant and anti-inflammatory.
- Nutrition benefit of apples. It is said to lower Cholesterol which can lead to other major diseases. Combat cancer. It is best to eat it raw or if you would like to eat it cooked, steaming it the best way to keep all the goodness in.
- Nutrition benefit of celery. It is an antioxidant.
- Nutrition benefit of rhubarb. Vitamin and minerals and fibre.
- Nutrition benefit of red onion/spring onions. Vitamins and minerals and dietary fibre.
- 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.
- Vegetable oil is a fat, which can contribute to weight gain.
- Salads are fantastic to make with children as they can be packed with vegetable and fruit.



Skills

- Weighing and measuring. The ingredients could be weighed and measured the day before as part of a numeracy lesson. The children don't have to weigh and measure every time

you cook, ingredients can be already weighed and measured and placed on a tray ready for the children to cook.

- 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.
- Peeling. Most children in key stage 1 and 2 struggles with peeling. There are three types of peelers, wide blade, Lancashire and twizzle peelers. The one we recommend for key stage 2 is the Lancashire peeler, we did not recommend teaching key stage 1 to peel, they do not have the fine motor skills to so it safely. Do not use the wide or the swizzle peeler with key stage 1 and 2 as they have an exposed blades and are very dangerous. To teach the children how to use a Lancashire peeler they use their thumb as the support and drag the peeler on an angle towards their thumb, turning the apple as they do this. They will find it very difficult!
- Cutting using a jug and scissors. It is quite hard for children to cut Kale using a knife as it is hard for them to gather the kale together in order to cut. The easiest way to cut the kale is to place them in a plastic jug and put the kale 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.
- Juicing the lemon. Use a lemon squeezer for this job as it is good for the children's fine motor skills. They can work in pairs, one holds the two sides and the other pushes down and squeezes the juice out of the lemon, and then they change over for the other half. Encouraging team work and communication.



Ingredients and cultural diversity

Honey

There may be 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.

Dijon mustard

During the 13th century France was producing mustard. They were the first to add vinegar into the mustard making process. Dijon is regarded as the mustard capital of the world.

Poppy seeds

They are harvested from dried seed pods. They can be found and used in North America and all over Europe. They are often seen on top of bread especially in Germany and Eastern Europe.

Kale

It is part of the wild cabbage group. It is said to originate in Asia and then brought over the Europe. It is said to be eaten by the Romans, in the middle ages. It is now used and grown widely in this country and said to be a super food. You could make this recipe if you are studying the Romans.

Apples

You can buy apples that have been grown in New Zealand and Fiji in this country. But we grow some of the best apples in the world in this country like the Cox, Russett and the fabulous cooking apple the Bramley. A little girl in Southwell, Nottinghamshire has said to have planted an apple pie and that's where is started. They are the most common apple bought in this county and use in the home. There is no other apple with the same eating qualities than the Bramley. You could buy some apples that are produced overseas and buy some British apples and do a taste test comparison. Talk about the taste, texture, the different uses, method of cooking. You could also talk about the air miles involved in the transportation and how that effects taste, cost and effect on the planet.

Celery

It is an anti-inflammatory and an anti-oxidant and full of vitamins. It comprises of two parts the bulb and the leaves, which both can be eaten. You can use both in this apple and poppy seed recipe. It is used widely in America and most of the celery is grown there. You can grow celery in this country.

Rhubarb

It is a vegetable but was first used as a fruit in America. In the UK it is famously grown in the Yorkshire Rhubarb triangle, Wakefield, Leeds, Morley. Forced Rhubarb is the first Rhubarb of the season. It is harvested by candlelight in sheds where there is no other light. It is thinner, pinker and sweeter to eat than the wild rhubarb. The farmers are said to hear the rhubarb creak when it grows!



Provenance and sustainability

- If you have growing facilities in school sow your seeds in March, April, May, June and July to harvest June, July, August, September and October. NOTE; remember to sow early on

in the year and harvest early as there is often no one to harvest over the summer holiday. If you sow early you can harvest early before the summer holidays.

- Planting and harvesting will introduce the children to seasonality.
- Kale, apples, celery and Rhubarb are grown in Great Britain.
- The leaves can be eaten too, of the celery plant. They would be lovely to add to the salad. The leaves are beautiful can could be used in an art lesson to draw or rub over with crayons.
- Describe what environment is needed for a plant to grow.
- You could use fresh English mustard or English mustard powder instead of Dijon mustard.

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 the role of the eggs.

- 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.

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 activity 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 apple if it is left uncovered? It oxidises and turns brown. What will happen to the dressing if mixed and left to stand? It's called a temporary emulsion.

- 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 discussing and debate how you could change the method, how you prepare the ingredients, and how this would change the presentation of the salad. For example grate the apple or dice the rhubarb.

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

The children will be watching and listening very closely as they will understand that they will have to do it my memory afterwards.

- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Evaluate how many children liked the preparing process and how they would change it/build on the skills and knowledge in the future. The kale could be cut using a knife rather than using scissors in a jug once they have good knife skills.

Working in a whole classroom environment or in small groups.

This recipe could be done in a whole classroom environment with 3-4 adults or in small groups of 6-8 with one adult, see below for details.

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.
- 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.

This can be taught using the apples. The children can cut the apples from a whole into $\frac{1}{2}$'s, $\frac{1}{4}$'s before slicing or grating.

- Pupils should be taught, Lengths and heights, mass and weight, capacity and volume, time.

This can be demonstrated with the liquid, oil.

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

Why you add the dressing to the salad just before you serve it. If you add it too some it wilts and is not pleasant to eat.

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

You can use the packets that the fruit and vegetables came in. Talk about the date on it and what does it mean? Used by date. What could happen if left? The rest of food poisoning.

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

What is an apple?

- 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, balance and digital scales.

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

You can ask the children to read the amounts of the ingredients placing in the salad.

- 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 the salad takes to prepare, look at the clock and let the children know what time they will finish their salads. They could estimate how long it will take.

Science

Asking simple questions and recognising that they can be answered in different ways.

- Observing closely, using simple equipment.

Using mixing bowls, knives, grater, mixing, what are their roles in making a salad. Watching what happens to the salad when it's made.

- Performing simple tests.

Cut the apple and leave it out in the air, you could do this in minute intervals to see how long it takes to turn brown. You could even buy different varieties and see if that has an effect on the time it takes. It is the size of the apple or the variety that has a different effect. While you are doing the experiment let the children try each apple, so they could do a taste test. If any of the children are brave enough they could taste the apple after its been left out and compare it to a freshly cut apple, taste, texture, etc.

- Identifying and classifying.

What is liquid and what is solid and how you can change the structure, for example the temporary emulsion that is made with the oil and vinegar/lemon juice..

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

What will happen to the apple?

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

Where do onions, kale, apples, celery and rhubarb grow and why? Look at the whole plant through pictures or in a garden, what part do we eat and why.

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- Identify and name a variety of common animals that re carnivores, herbivories and omnivores.

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

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

You could take the opportunity to talk about packaging, in particularly with the fruit, is it necessary? What harm does it do to the planet? What is it made from? Look at the different options they could use as an alternative.

- 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 beetroot, 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.

- 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 living or manmade.

- Identify that most living things live in habitat to which they are suited and describe how different habits 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 rhubarb as it famously grown in a Yorkshire triangle, see notes above.

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

What else grows on trees other than apples? Pears, plums, what grows in the UK and what grows in other countries.

- 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 kale, sow the seed in April, May and harvest in September, October. It can be grown in pots too which is helpful in school.

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

If your growing beetroot 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.

Will be done in all cooking activities.

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

This will be highlighted when the beetroot is being sliced or grated. Cutting makes the food smaller.

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 cooking you could paint, draw or sculpture what they will be preparing. Discussion why they chose the make what they did. Rhubarb with leaves would be great to draw and paint or even rub using crayons.

- 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.

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.

- 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.

This will happen in every practical cooking lesson.

- 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. You can now buy ready-made salad, but are they nice? Do they last in the fridge as long as a homemade salad?

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

This will happen after every practical cooking lesson.

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.

See notes above.

- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Salads using fruit and vegetables are great to make as they can show the children how they can achieve their 5 a day.
- 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 poppy seeds, you could be taking about Turkey and the Netherlands.

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

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

- Identify 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.

Apples grow on trees, rhubarb grows in the ground, honey made by bees.

- 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 affects 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.
- Apples were eaten in Roman times
- Poppy seeds that we can buy in this mostly come from Turkey and Netherlands.

Skills the children will be taught through making this recipe.

1. Weighing and measuring using spoons and cups, measuring liquids (oil), using balance and digital scales. All ingredients.
2. Using a sharp knife. To cut the onions, apples, celery and Rhubarb.
3. Grating soft foods. You could grate the apple
4. Juicing a lemon
5. Whisking. Whisking the dressing together.
6. Using scissors. Cutting the kale using scissors in a jug.
7. Peeling.
8. Mixing ingredients together.
9. Presenting the salad.

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

1. Key stage 3 children can cut a whole onion and cut the kale using a knife.

The recipe

APPLE AND POPPY SEED SALAD

For the dressing;

3 tbsp cider vinegar/lemon juice

2 tbsp honey

1 tsp Dijon mustard

1 1/2 tbsp poppy seeds

pinch salt

Freshly ground black pepper

3 tbsp vegetable oil

5 tbsp finely diced red onion or spring onion

For the salad;

about 2 bunches kale - finely shredded

2 medium apples - peeled, cored and thinly sliced

1 celery heart - thinly sliced

2 sticks pink rhubarb - thinly sliced

Mix all the dressing then mix into the salad



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Table of Delights

The Table of Delights is an interactive food entertainment website. Inspiring and mobilising this generation to seize wooden spoons in the spirit of culinary adventure and charge head first into a brilliant and bonkers world of food. Find out more at www.tableofdelights.com

