





# DT – EYFS

Spring 1	Making Soup					
<b>Prior learning</b> 	Link back to science topic 'senses', can describe how the different vegetables feel and taste.					
<b>Lesson objective</b> 	To explore fruits and vegetables and the differences between them.	To explore a pumpkin and describe it using the five senses.	To design a fruit and vegetable soup recipe	To learn how to use a knife safely	To safely use tools to prepare ingredients	To design food packaging
<b>Key vocabulary</b> 	<ul style="list-style-type: none"> <li>• seeds</li> <li>• roots</li> <li>• leaves</li> <li>• stem</li> <li>• plant</li> <li>• flower</li> <li>• bud</li> <li>• juicy</li> <li>• sweet</li> <li>• sour</li> <li>• dry</li> <li>• wet</li> <li>• bitter</li> <li>• chewy</li> <li>• watery</li> </ul>	<ul style="list-style-type: none"> <li>• pumpkin</li> <li>• heavy</li> <li>• bumpy</li> <li>• rough</li> <li>• smooth</li> <li>• hard</li> <li>• spiky</li> <li>• big</li> <li>• huge</li> <li>• orange</li> <li>• soft</li> <li>• seedy</li> <li>• squashy</li> <li>• stringy</li> <li>• wet</li> <li>• slimy</li> <li>• squelchy</li> <li>• hollow</li> </ul>	<ul style="list-style-type: none"> <li>• carrot</li> <li>• sweetcorn</li> <li>• garlic</li> <li>• onion</li> <li>• potato</li> <li>• leek</li> <li>• spinach</li> <li>• peas</li> <li>• pumpkin</li> <li>• butternut squash</li> <li>• broccoli</li> </ul>	<ul style="list-style-type: none"> <li>• safety</li> <li>• knife</li> <li>• blade</li> <li>• sharp</li> <li>• tool</li> <li>• edge</li> <li>• handle</li> <li>• chop</li> <li>• slice</li> <li>• cut</li> </ul>	<ul style="list-style-type: none"> <li>• saucepan</li> <li>• blender</li> <li>• knife</li> <li>• chopping board</li> <li>• hob</li> <li>• boil</li> <li>• blend</li> <li>• mix</li> <li>• soup</li> <li>• creamy</li> <li>• sweet</li> <li>• sour</li> <li>• dry</li> <li>• wet</li> <li>• watery</li> <li>• delicious</li> </ul>	<ul style="list-style-type: none"> <li>• packaging</li> <li>• tin</li> <li>• carton</li> <li>• pouch</li> <li>• lidded cup</li> <li>• barcode</li> <li>• ingredients</li> <li>• cardboard</li> <li>• metal</li> <li>• plastic</li> <li>• recyclable</li> <li>• reusable</li> </ul>
<b>Creative context</b> 	<b>Presentation</b> – Fruit or vegetable?	<b>Story</b> – The best pumpkin soup				

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<p><b>ELG objectives</b></p>	<p><b>Speaking:</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p><b>Managing self:</b> Manage their own basic hygiene and personal needs, including...understanding the importance of healthy food choices</p> <p><b>The Natural World:</b> Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p><b>Speaking:</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p><b>The Natural World:</b> Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p><b>Speaking:</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p><b>Managing self:</b> Manage their own basic hygiene and personal needs, including...understanding the importance of healthy food choices</p> <p><b>The Natural World:</b> Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p><b>Fine Motor Skills:</b> Use a range of small tools, including scissors, paint brushes and cutlery.</p>	<p><b>Speaking:</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p><b>Managing self:</b> Manage their own basic hygiene and personal needs, including...understanding the importance of healthy food choices</p>	<p><b>Speaking:</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p><b>Managing self:</b> Manage their own basic hygiene and personal needs, including...understanding the importance of healthy food choices</p> <p><b>Creating with materials:</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>
<p><b>Intended outcome</b></p>	<p>Children match fruit and veg names (on kapow) to the correct fruit or veg in the middle of circle. Break off into small groups and give children chance to explore real fruits/vegetables,</p>	<p>Read the story ‘the best pumpkin soup’. After reading the story, question the children i.e. what is soup? Have you ever had soup before? Can we use other vegetables to make soup? Etc. Break</p>	<p>Remind children of the story ‘the best pumpkin soup’. Today they are going to be designing a soup, what vegetables would be tasty in a soup? ChIn to be given a ‘soup design sheet’, work</p>	<p>Work in small groups and give chopping boards and knives to the children. Remind chIn knife safety before starting. Give each child some playdough and a knife, demonstrate how to</p>	<p>Look back at the whole class recipe for soup from lesson three. Work in groups, remind children of the knife skills they learnt from last lesson. Model how to chop the prepped</p>	<p>Bring a variety of soup tins/packages into class. As a class look at the packaging, what colours are used? Do they have any pictures on them? Ask the children what they would like their</p>

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	<p>what do they smell or feel like? Support children with vocab such as sweet/sour etc. Give children some of the fruit/veggies to try where appropriate.</p>	<p>off into small groups and give them a pot and a spoon, chln to re-act the story and pretend to make soup. Afterwards, small groups to go to the tuff tray (with pumpkin inside) to explore the texture/scent. Adult present to support with descriptions.</p>	<p>with adults to draw pictures of the vegetables they would like in their soup, use phonics to label them. <b>DESIGN A WHOLE CLASS RECIPE</b> – You will use this in lesson 5.</p>	<p>chop/slice the playdough, children to explore and a have try. Use this as an open-ended activity.</p>	<p>vegetables, chln to chop some to add to the soup. Come together as a class and have them watch as you add the veggies, water/stock etc to a pan and explain what will happen next. When the soup is finished, encourage the children to taste and describe what it tastes like.</p>	<p>packaging to look like for their soup. and out the <i>Activity: Soup packaging design</i> to each pupil and explain that they need to start by drawing the outline of the packaging and then fill in the front and the back. You may like to demonstrate this first on the interactive whiteboard so that you can answer any common questions</p>
<p><b>Future learning</b></p> 