



Thinking,  
Problem-Solving,  
and Decision-Making

### Areas of Learning

- The World Around Us
- Mathematics and Numeracy
- The Arts
- Language and Literacy

### Learning Intentions

We are learning:

- about the journey of food from farm to fork;
- to measure capacity;
- how to design and make 3D constructions;
- to plant seeds in our kitchen garden;
- about the need for a balanced diet to keep healthy;
- that some people have to find alternatives to certain foods; and
- to use a range of food preparation skills with supervision.

**Throughout the activities links to the curriculum skills have been signposted.**

## Get Inspired!

### Farm Visit

June is the perfect month for providing the children with the opportunity to engage in an educational visit to the farm. Alternatively, some farms will bring their animals to you as a school visit. This way the children have the opportunity to hear, first-hand, about life on the farm and ask questions. Generally small animals such as hens, chicks, ducklings and baby lambs can be brought for the children to see, pet and feed.

#### Mighty Milk

Watch the clip [William Whiskerson – How our milk gets from the farm to the shop](http://www.bbc.co.uk/education) at [www.bbc.co.uk/education](http://www.bbc.co.uk/education) to learn how milk is made.



Ask the children to retell the story of milk from farm to table in their own words. They could recreate it in the style of a one-page comic using an application such as Comic Life, Book Creator or Pic Collage, basing their text on information from the online clip they have watched. They could also find suitable images online to tell the story. Alternatively, they could draw their own images using a digital art application such as MS Paint, Book Creator or Pro Create. Encourage the children to make use of the digital tools to attract the attention of the reader.

Alternatively, the children could write a recount to tell the story of the journey of milk from farm to table.

Make a large volume of 'milk' in, for example, the water tray or a washing basin. Tell the children this is milk from the farmer's milking parlour. You can make it using water mixed with white paint, but emphasise to the children that it cannot be consumed.

Provide four objects to measure capacity, for example a milk carton, a water bottle, a jug and a yogurt pot. In groups invite the children to put the objects in order from the one they think would hold the most liquid to the one that would hold the least.



Key



Using ICT



Using Maths



Communication

Next choose one object at a time, and estimate then measure how many are needed to empty the milk container; for example:

- 'We think **six** jugs will be needed to empty the milk container.'
- 'We needed **five** jugs to empty the milk container.'

Provide the children with junk art materials, and challenge them to design and make a tanker to transport milk from the farm to dairy. Alternatively, use ICT to plan the journey of milk from farm to table using a Bee-Bot or Pro-Bot device. Together, create a map on the floor to illustrate the journey of milk (bear in mind that with Bee-Bot one movement is 15 cm and with Pro-Bot it is 25 cm). The map should include, for example, the:

- field
- milking parlour
- dairy
- shop
- house.

Allow the children to work in groups to plan the journey by recording step-by-step instructions on paper. Next, program the Bee-Bot or Pro-Bot with the instructions and test the commands to see if the milk makes the correct journey.



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## Get Growing!

### Planting Pumpkins



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Provide the children with the seed packets for different varieties of pumpkins and gourds to plant. Ask them to read the information on the packets carefully, in particular the instructions for planting. Put the children into groups to:

- prepare the soil in the beds for their pumpkins or containers for gourds;
- plant their seeds according to the instructions;
- water the seeds to help germination; and
- make plant labels and position them beside their plantings.



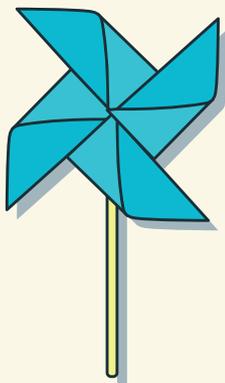
Explain to the children that the seeds and baby plants are susceptible to attack by hungry birds. Remind the children how they used netting to keep the birds from the peas and beans during planting in April. Ask them to suggest different methods of bird pest control, for example flags, bunting, scarecrows and mirrors.

## How to Design and Make a Windmill

Use **Resource A: Windmill Template** for this activity.

### What you need

- Dowelling
- Mirrored plastic (or stiff card covered in reflective tape or foil)
- Drawing pins
- Hammer
- Saw



### Instructions

1. Cut out the template of the windmill.
2. Trace the template onto the mirrored plastic and carefully cut out the windmill shape.
3. Cut the dowelling to the required size.
4. Using a single hole puncher, punch the middle of the template and the other four places as marked.
5. Fold the arms of the windmill according to the instructions.
6. Secure the windmill onto the top of the dowel rod with a drawing pin. Don't push the pin right in, or the windmill won't spin!
7. Place the windmills around the garden.

Tell the children you now have to wait until October to harvest the pumpkins. As the pumpkins grow and get larger, you will have to think of ways of raising them off the soil as the contact with damp earth would make them rot.



Managing  
Information

## Get cooking!

Look together at dairy on [The Eatwell Guide](#), available at [www.foodfactoflife.org.uk](http://www.foodfactoflife.org.uk), and discuss the benefits of dairy products. Discuss the importance of milk in our diet, for example that it provides calcium needed to strengthen bones and teeth. Think about what other foods are made from milk. Ask the children how many ways they use milk, for example in:

- cereal
- custard
- drinks
- pancakes.
- sauces

This may be an opportunity to talk about how some people have to avoid dairy due to intolerances and need to find alternatives for a healthy balanced diet.

Explain that the usual ingredients for a smoothie are fruit and/or vegetables with milk or yogurt and sometimes honey.

## Strawberry and Banana Smoothie Recipe

(from page 34 of *Sow, Grow, Munch* by  
Jilly Dougan)

### Ingredients

- 1 cup strawberries
- 1 cup milk or yogurt
- 1 banana
- 8–10 ice cubes
- 1 tablespoon local honey



### Extension Exercises

Present the children with a shopping bag of ingredients. Ask them to work in groups to design other recipes to create new smoothies using fruit or vegetables, or both.

Introduce the children to the Mystery Smoothie: concoct your own recipe for a smoothie for the children to sample! Blindfold the tasters so they can only use their senses of smell and taste, and ask if they can guess any of the ingredients.

### Method

1. Mash the strawberries up with a fork.
2. Mash up half of the banana.
3. Mix the strawberries with the banana.
4. Add the milk (or yogurt) and drizzle in the honey.
5. Put it all in a clean jam jar and shake until it's mixed.
6. Put the ice cubes in a plastic bag and crush them with a rolling pin.
7. Add them to the smoothie and enjoy!

Read through the ingredients. Explain that honey is being used as a natural alternative to sugar and can be part of a healthy, balanced diet.

Resource A

Windmill Template

