

During Summer Term 2020 and, auring a period of online learning. Rey Stage One began their learning journey asking the question 'Where does our food come from?'

- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Observe and describe how seeds and bulbs grow into mature plants.
- Name and locate the world's seven continents and five oceans. • Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill,
- mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use the basic principles of a healthy and varied diet to prepare dishes.
- Understand where food comes from.

shared it with the Key Stage One staff.

We had 3 subject drivers during our expedition. They were science, geography and D&T.

First, we looked at the science behind how food grows. Lots of children planted their own fruits and vegetables at home during this time and monitored their growth. We looked at the difference between fruits and vegetables before looking at whether food came from plants or animals. We then moved on to looking at geography. We began by looking at a farm and identified human and physical features of a farm. Children then enjoyed designing their own farms, incorporating human and physical features into them. The children then began to learn about the 7 continents and the 5 seas. Finally, we explored where in the world different foods came from and discovered the journey a banana goes on to reach our home. Our final driver was D&T. The children learned about food hygiene and how to keep themselves and their food preparation areas clean and safe for all. The children then chose a recipe they would like to follow to make a meal or baked good of their choice. They photographed the process and

The children were hooked in by completing different craft tasks at home. These included drawing different foods, creating their own supermarkets in their house, printing with fruits and vegetables and following simple recipes. We also offered them a virtual tour of a farm, so they could see the different animals and their environments.

Our assessment pieces for this expedition were science where we assessed children's understanding of looking at where and how different

For geography, we assessed knowledge of continents and countries as well as aspects of human and physical geography. Finally, to assess design and technology, we looked at where our food comes from and asked children to write down their understanding of different processes related to this. For example, does food grow in the ground or on trees, which countries do different foods grow in and what is the climate that helps these food We used models to show the children what we would like their work to look like. This included producing an example of what their final food piece

and narrative should look like, using examples of home baking and cooking shared by staff at Plover.

Our final product is a board which shows the children's cooking, baking and family meals during the lockdown period. It includes a QR code with a video to showcase the work children have produced at home to answer the guiding question. We will include this in a Plover time capsule. When schools reopen to all children, we will bury the time capsule with our product inside. This will serve as a memory of this time for our children. It will be our legacy to future generations and we hope that one day, our product might be the basis of a history lesson!



I helped make the chicken with ma



Potato, raisin, almond, peas, pasta, carrot, chicken breast, rice, biryani

owder, frying pan, saucepan, oil, salt and water.

 Peel the carrots and chop them into small pieces and then boil them Boil the almonds and then peel the skin. • Peel the potatoes and wash them. Cut them into cube shapes.

• Wash the chicken breast. Cut them into cube shapes and boil it with

celsius (392 fahrenheit) Put the raisins, the potatoes, the almonds





We followed a recipe to make the pastry, which was fun to do because I had to use my hands. Then we made the filling. We put the pastry in a pie tin, put the filling in, then put more pastry on top. We put it in the oven. When it was









I looked at the recipe book and made sur I had all of the ingredients. I helped grat the cheese and add the meat to the pan I helped to stir. I had to be careful because it was hot. I put the mixture into the wrap. It was very yummy.



l like pasta because it's healthy and good for your body. I love it so, so much. It is beautiful and tasty. also mix yoghurt with pasta... it's so yummy!

rstly, boil the pasta for 10 minutes. Cut up the matoes, onions, peppers and garlic and mix them with the mince and cook until its a smooth-like sauce. Then mix in the sauce with the pasta.



6 pork loins, diced 6 large mushrooms, sliced

We chopped our pork and fried it until it was cooked. Then we put the pork and all the vegetables together into a pyrex dish and then we poured a mixture of stock cube, water and seasoning on them. After that we put our dish in the oven at

180c for about an hour and a half. cooked until soft but not too much as they are not

Drain the water out of the pan and add butter. Serve with the casserole. The casserole has many tastes, sweet from the parsnips and carrots, and salty from the spices in the sauce. The pork was tender and juicy. We chose to do the casserole as it very tasty and an excellent family dish that









Frylight or 15ml vegetable oil 200ml water (if you like the sauce thicker you need to half this)

200g double cream

 Heat the oil in a pan. Add the chicken and the paste, fry until sealed about 10 mins

Stir in the water Leave to cook for 10 minutes • Stir in the double cream and simmer for a further 5 minutes until the

chicken is thoroughly cooked and the sauce has thickened.

Mummy doesn't have rice, she has spinach instead.

plate and then serve the curry on top.

