



Learning Outcomes

- **MAE-2DS-01** sorts, describes, names and makes two-dimensional shapes, including triangles, circles, squares and rectangles
- **ENE-UARL-01** understands and responds to literature read to them
- **MAE-RWN-01** demonstrates an understanding of how whole numbers indicate quantity
- **Ste-1WS-S** observes, questions and collects data to communicate ideas



Resources and Preparation

Resources

Video (V)

- Video 2 - [How did that get in my lunchbox?](#)

Worksheets (WS) and Powerpoints (PTT)

- Worksheet 1 - Energy from Fruit & Veg
- Teacher Information Document (TID)

Materials

- 1 printed WS1 per student
- Classroom Poster
- Scissors
- Glue
- Drawing materials
- Workbooks
- (Optional) "[How did that get in my lunchbox](#)" book

Preparation

Prior to lesson:

- Print 1 WS1 per student

The farm to fork process

Students learn about the journey of fruits and vegetables, as they travel from 'farm to fork'. They discuss the process of harvest, transport and storage of different fruits and vegetables. They do a sorting task, where they put the 'farm to fork' steps of carrots into the right order.

Introduction (5 mins)

Ask the class if they remember where and how their fruits and vegetables grow and review the previous lesson together. Now ask the students if they ever thought about how their fruit or vegetables get from where they grow, to the grocery shop and then into their lunchbox. Brainstorm together.

Activity (30 mins)

1. Read the book "How did that get in my lunchbox?", or watch V2 together with the class. Discuss the book and explain anything they didn't understand.
2. Mention your 'classroom poster fruit/veg' and brainstorm with the students about how they think it makes it from 'farm to fork'.
3. Using the Teacher Information Document, discuss and fill out Week 2 on the poster together with the students.
4. Using WS1, students cut out the pictures, colour them in and stick them into their workbooks in the correct order. Students can count how many carrots in total are on the pictures.

Conclusion (10 mins)

Lead a class discussion with the students how and where they store their different fruits and vegetables at home. Why do we keep some food in the fridge? Why do foods go bad?

Assessment

- For:** Students recall where/how fruit & veg grows and where they get their fruit and veg from
- As:** Students understood the fruit & veg 'farm to fork process' through the information read/watched and discussions in the group
- Of:** Students put the images of the 'farm to fork' process in the correct order and successfully tally up the carrots

Differentiation

- Extend:** Explore the concepts of 'food safety' further with the students.
- Simplify:** Have the students work in groups in step 5, or show the correct order of the steps and ask students to copy.

School/Home Link

Students can ask their parents/carers where the fruit and vegetables in the house came from, check how far and how it travelled to their 'fork'.

Duration | 45 minutes



