

Flying Fruit Unit Overview

Age 4–5

Objectives

- To name different types of fruit
- To say where different fruit is grown
- To observe how a seed turns into a fruit

The Big Questions

- Where does fruit come from?
- How do different types of fruit grow?
- How do different types of fruit get to us?

Curriculum Links

Science

Early Years Foundation Stage:

Learners know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Working Scientifically:

Showing curiosity

Observing plants

Asking questions

Finding ways to test ideas

Making links and noticing patterns

Wales: Myself and other living things

Learn the names and uses of the main external parts of the human body and plants.

Observe differences between animals and plants, different animals and different plants in order to group them.

Identify some animals and plants that live in the outdoor environment.

Northern Ireland Foundation stage: WAU

Strand 1: Interdependence

What else is living?

Strand 3: Place

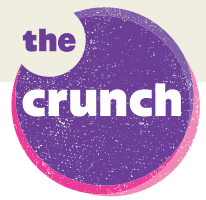
What is in my world? What is beyond my world?

Strand 4: Change over time

How do things change?



Papaya - Shutterstock.com / Viktor Malyshchyts



Scotland: Curriculum for Excellence

Early: Biodiversity and interdependence: I have helped to grow plants and can name their basic parts. I can talk about how they grow and what I need to do to look after them.

Cross-curricular opportunities

Mathematics: learners use everyday language to talk about the size of the seeds.

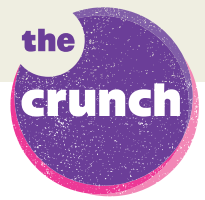
Geography: learners will use the world map to show where different types of fruit are grown.

Creative development: learners act out the growth of a fruit, in a 'fruit dance'.

Exploring and using media and materials: learners use different materials to draw the inside of the fruit.



For extra drama opportunities, consider preparing and performing the Theatre of Debate Play-in-a-Day, Basmati Basmati.



Fantastic Fruit

Lesson Notes 1

What's It All About?

This lesson is an introductory lesson to enable learners to understand where our food and, in particular, fruit comes from. They will be supported in thinking about the questions they would like answered, e.g. What is it? Where does it grow? How does it grow? Through this questioning, learners will begin to understand where our food comes from, how it gets to us and why we transport our food great distances.

Learning Outcomes

- I know my food comes from different places around the world.
- I know that fruit can be part of a healthy diet.

Working Scientifically

- Showing curiosity
- Asking questions

Big Question

- Why does my fruit come from different places?

Key Words:

fruit, healthy, seasonal, vitamins



Equipment



From The Crunch Kit:

Resource Sheet 1: Fruit Cards (Teaching Notes, p17)
Resource Sheet 2: How Fruits Grow (Teaching Notes, p18)
Mega Map



From The Crunch Website

Flying Fruit PowerPoint (Lesson 1)
Video: Fruit growing

Other Things You Will Need

A selection of fruit
Paper plates
Clothes pegs
Sticky tack
String
Story book, Handa's Surprise (optional)

Preparation

Ahead of time, ask children to bring in either their favourite fruit or the strangest fruit they have seen. The Flying Fruit PowerPoint also provides photos of fruit as an alternative. Cut out cards from Resource Sheet 1 (you may wish to laminate these for durability).



Safety

Make yourself aware of any children with food allergies, especially when dealing with fruits such as kiwis, strawberries, apples, bananas, peaches, etc.

Note Fruit is rich in nutrients, low in calories, and a good source of natural sugars, vitamins, dietary fibre and antioxidants. Care should be taken not to eat too much fruit because, although natural, they can be very high in sugar.

Appetiser

Set up a fruit display table with a variety of fruit, some familiar and some that will perhaps be less well-known to the children. Ask the children to visit the display table, and to look at each fruit in turn. Encourage the children to touch, feel, and smell each fruit. Ask children to talk to each other and describe the fruit they see. Make a list on the board of the words children use to describe the fruit, e.g. smooth, rough, round, long, waxy or shiny.

With a small group of children, take a quick poll. Ask: What is your favourite fruit? Write and draw each suggestion on a paper plate and place them on the floor at front of the class. Give each child a clothes peg and hold a 'peg vote'. Ask the children to come up one at a time and place their peg on the plate with their favourite fruit.

Talk about the results. How many different types of fruit were mentioned? What was the most popular fruit? Did anyone mention a fruit that some of the children hadn't heard of? Talk with the children about why fruit is a good choice as a healthy snack.

Main Course

Ask the children where they think fruit comes from. Ask them to think, pair and share their ideas. Have any children done any fruit picking? Show the class the time-lapse videos of fruit growing, or project the videos on to the board for children to watch in small groups as a self directed activity.



Organise the children into groups and give each group a set of the Fruit Cards and the How Fruits Grow cards, cut out from Resource Sheets 1 and 2. Can they match the fruit to the type of tree or plant that it comes from?

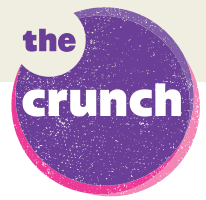
Ask groups to show their matches and explain their decisions.

In their groups, ask the children to look carefully at the environments illustrated. Ask if they think this fruit grows in our neighbourhood. Give the children time to talk about this in their groups. Agree that not all the fruit is grown in the country and that you will now be looking at where all these different types of fruit are grown. You could look to see if any of the fruit you looked at earlier have stickers on indicating their place of origin.

Display the Mega Map and the list of countries on the Flying Fruit PowerPoint. Ask a child to choose one of the Fruit Cards and to find on the map the place where their fruit is grown. With a piece of sticky tack on each card, the children place the fruit on the map. Repeat for the other fruits. Ask the children to then draw a travel line back to the UK. Alternatively, use a piece of string to map each fruit journey.



Note Some fruits are grown in more than one location. For the purposes of the activity, one location has been provided for each one. You can also stick photos of home-grown fruit to the map.



Dessert

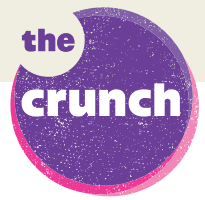
Ask the children to order the fruit according to how far they have to travel to get to their plates. This can be done by removing the cards from the map and ordering them on the table. One way to help the children to understand the distance travelled by some of the fruit is to plot the progress of a particular fruit from its home country to us in real time. Move the Mango Fruit Card at different points in the day, and then bring in a mango to school to show it has arrived.

Reading the book *Handa's Surprise* is an optional complementary way of ending the lesson. Can children recognise any of the fruits featured in the story?

An Extra Helping

Consider preparing and performing the Theatre of Debate Play-in-a-Day, *Basmati Basmati*. Explore the importance of bio-diversity. Where does our food come from and why is it important to eat lots of different things?





What's Inside?

Lesson Notes 2

What's It All About?

Learners will explore different parts of fruit, for example the skin, seeds and flesh. They will look inside fruits and consider how seeds look different in different fruits. They will start to think about what seeds might be for.

Learning Outcome

- I recognise the similarities and differences between fruit.

Working Scientifically

- Showing curiosity
- Asking questions
- Making links and noticing patterns

Big Question

- Where are the seeds in each fruit? Are seeds the same in each fruit?
Why do we need seeds?

Key Words:

seeds, stone, flesh, skin



Equipment



From The Crunch Kit:

Magnifying glasses



From The Crunch Website

Flying Fruit PowerPoint (Lesson 2)

Other Things You Will Need

Selection of real fruit, e.g. mango, melon, apple, pear, kiwi, tomato

Plastic model fruit (optional)

Cloth bag

Knife

Camera (optional)

Coloured pencils

Paint

Modelling clay



Safety

If you intend for children to cut fruit open themselves, it's best to use soft fruit that can be easily cut. Show children the correct way to handle a knife and supervise closely.

Appetiser

Talk with children about the fruit they explored in the previous lesson. With real fruit, or alternatively with plastic model fruit, play What's in the bag? Children take it in turns to guess the fruit in a bag using touch alone. Encourage children to describe the fruit as they feel it. Alternatively, hide one of the fruits in the bag and ask children to ask you 'yes or no' questions to determine what the fruit is.

Main Course

Ask the children what they can remember about the insides of any fruit they have eaten. Show the pictures of the insides of fruits on the Flying Fruit PowerPoint. Ask children to talk in pairs about what they already know about the insides of fruit and to think about what they would like to find out. Ask a few pairs to share their ideas. If children mention seeds, ask them if they think all seeds are the same.



Organise children into small groups. Choose one piece of fruit to cut open and give to children to explore. It's best to use soft fruit that can be easily cut, such as bananas or kiwis. Ask the children to talk about what they see and encourage them to use vocabulary such as skin, seed and flesh. Is this how they remembered the inside of the fruit looked? Ask them to draw what is inside or, alternatively, they can take photographs of the inside.

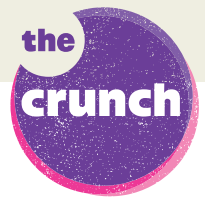
Now cut open a different fruit. Ask what is inside. Is this different? How? Then ask children to investigate a bigger fruit. Do they think the seeds will be bigger inside this fruit?

Children continue to investigate the insides of different fruit in their groups, looking at what's the same and what is different. They can document the similarities and differences by using the cut halves to print fruit pictures or by using modelling clay to build models of the fruit.

Dessert

Ask children to think, pair, share what they think the seeds are for. Establish that if seeds get everything they need, a seed can grow into a new plant.

Save all the seeds, particularly the melon seeds for the next lesson.



Watch It Grow

Lesson Notes 3

What's It All About?

Learners will compare the size of seeds from a variety of fruits. They will plant some fruit seeds and observe them over time, in order to begin to understand that plants need water, warmth, light and nutrients to grow. They will explore the different stages of growth; inside a fruit there is a seed, this develops into a plant which then grows more fruit and so on.

Learning Outcome

- I can observe how a seed grows into a plant.

Working Scientifically

- Showing curiosity
- Observing plants
- Asking questions
- Finding ways to test ideas
- Making links and noticing patterns

Big Question

- What does a seed need to grow?

Key Words:

seed, grow, light, food, water, germinate



Equipment

From The Crunch Kit:

- Plant pots
- Compost nodules
- Watering can



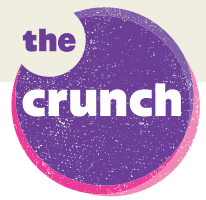
Other Things You Will Need

- Camera (optional)



Safety

The compost supplied in The Crunch kit is safe to use with children. However, if you use your own compost in future, please use current year compost that has been stored in a cool place away from the sun. The compost should be damp. Open bags carefully in a well-ventilated area using sharp scissors or a knife. Pot up plants in a well-ventilated area. Avoid making dust. Children should always wash their hands after handling compost. Please check the CLEAPSS and SSERC websites for current advice. Please note that these sites are password protected.



Appetiser

Using the seeds from the different fruit investigated in Lesson 2, ask the children to put them in size order. Ask the children why they think different seeds are different sizes.

Main Course

Explain to the children that they are going to investigate what happens when they plant the seed of one of the fruits they examined in the previous lesson. Melon is the recommended fruit for this activity or, alternatively, try avocados. If you choose to buy packets of seeds instead, make sure they haven't been treated with any fungicide. Different seeds need to be treated in different ways to germinate, however, be aware that some seeds will have been stored at very cold temperatures for long periods, or will be hybrids that are sterile. These will not germinate or grow. Talk to the children about the seed providing the food the plants need to germinate. The children should hydrate the compost nodules, then plant their seeds in the plant pots and watch them grow. Warn the children that not all the seeds will germinate, which is why farmers sometimes plant more seeds than they need.

Children should be encouraged to look after their plants in order to begin to understand that plants need water, warmth, light and nutrients to grow. Encourage children to take photos or draw pictures documenting the growth of their seeds.

If children are planting seeds from different fruit, they can chart which fruit takes the shortest/longest to grow.

Note Germination is the start of growth in a seed. Successful germination needs water, oxygen and warmth.

Dessert

Ask children to create a fruit dance. Encourage them to show the different stages of growth, starting as a seed nestling in a fruit, developing into a plant and then growing more fruit.

This series of lessons also provides an opportunity to create a big class display, with models made from different materials to show the cycle of growth over time.

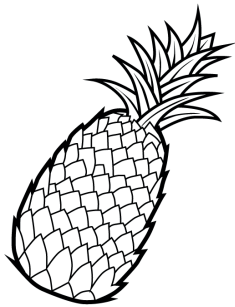
Resource Sheet 1

Name

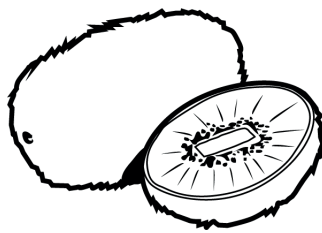
Date

Flying Fruit – Lesson 1

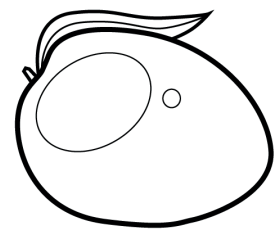
Fruit Cards



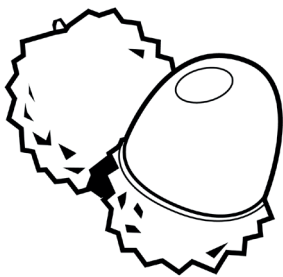
pineapple



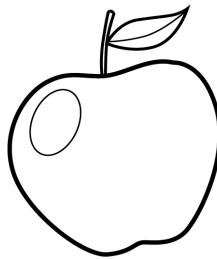
kiwi



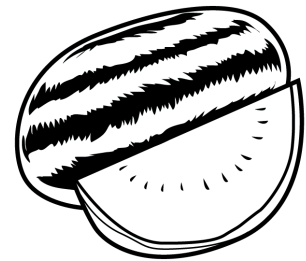
mango



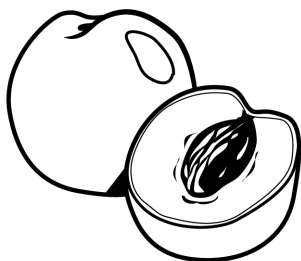
lychee



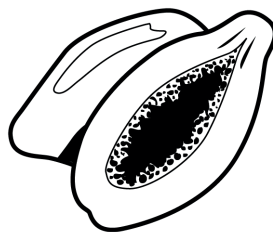
apple



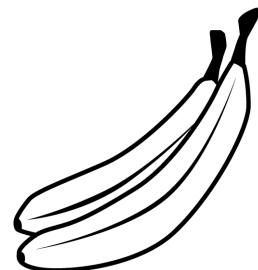
watermelon



peach



papaya



banana

Resource Sheet 2

Name

Date

Flying Fruit – Lesson 1

How Fruits Grow

