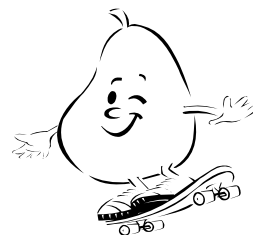
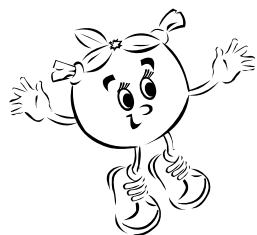


# The **SNACK** **PACK**



**Teachers' support  
materials on fruit**



**Years 1 - 3**

# Curriculum planning

## Starting points

### Stories

- *Oliver's Fruit Salad*  
Vivien French, Alison Bartlett
- *Handa's Surprise*  
Eileen Browne
- *Avocado Baby*  
John Burningham
- *The Little Mouse, the Red Ripe Strawberry and the Big Hungry Bear*  
Don Wood, Audrey Wood
- *The Very Hungry Caterpillar*  
Eric Carle
- *Each Peach, Pear, Plum*  
Janet Ahlberg, Allan Ahlberg
- *Fruit*  
Miriam Moss

### Fruit in art

- *Still Life with Jug and Fruit* by Paul Cezanne
- *Still Life with Mangoes* by Paul Gauguin
- Pictures and posters of fruit
- The Snack Pack poster
- Nursery Projects, Child Education in Early Years Educator

### Visit to fruit shops, market or fruit section of supermarket

### Basket of fresh fruit

### Dried or tinned fruit

### Poems

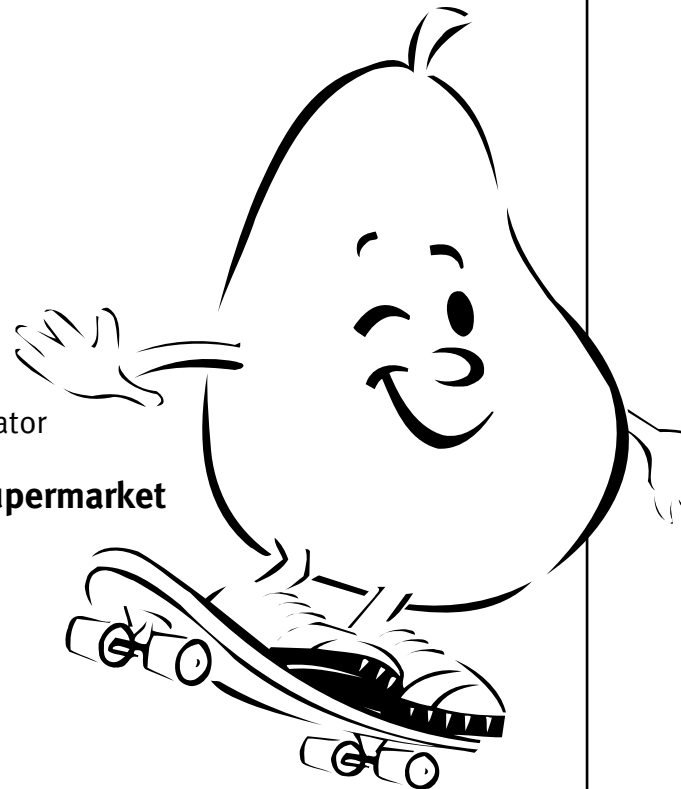
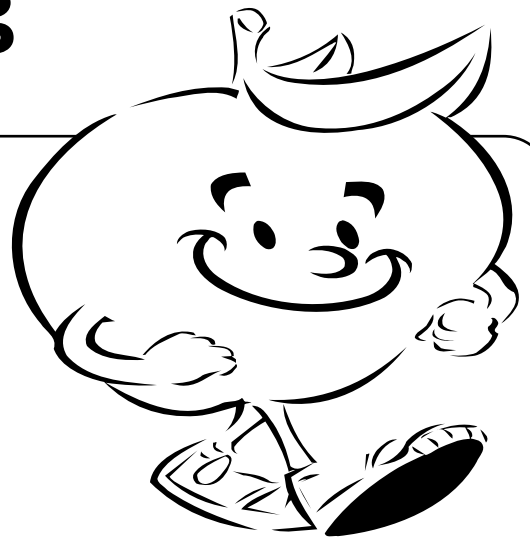
- *Oranges and Lemons*
- *I had a little Cherrystone*

### Fruit on the net

[www.childfun.com/themes/apple.shtml](http://www.childfun.com/themes/apple.shtml) ideas for apple activities

[www.thefruitpages.com](http://www.thefruitpages.com) contains everything you need to know about fruit

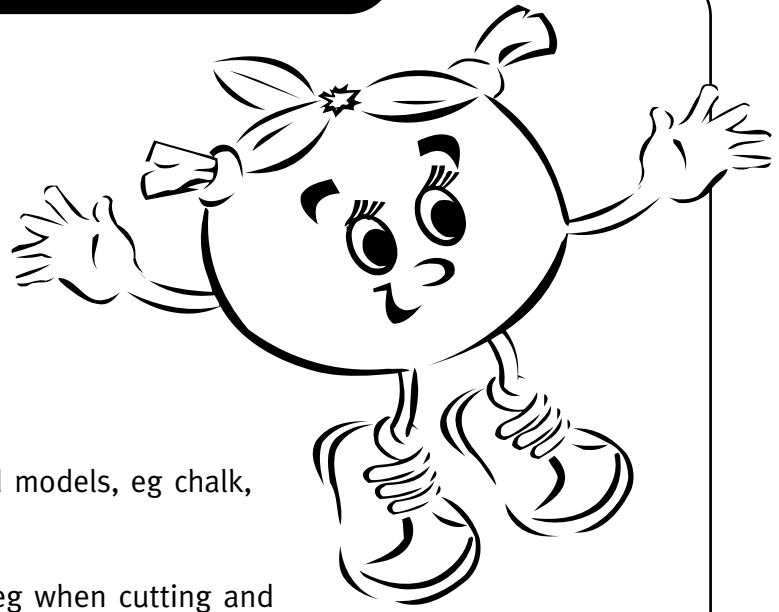
[www.delmonte.com/kids/index.htm](http://www.delmonte.com/kids/index.htm) cooking with children, facts and fun



# Creative, expressive and physical development

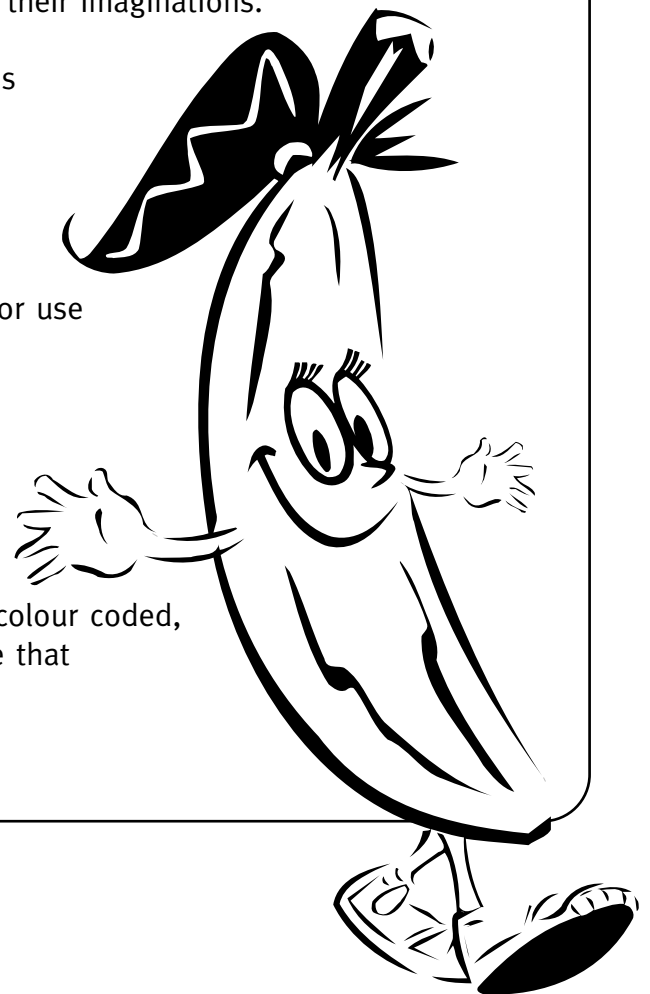
## Learning intentions

- Explore colour, shape and form.
- Respond with relevant comments on their work and the work of others.
- Look closely at similarities and differences.
- Use imagination to create patterns.
- Use a variety of media to create pictures and models, eg chalk, pastels, paint, dough and clay.
- Handle small tools with increasing control, eg when cutting and chopping fruit, using modelling tools on clay/dough, using a range of paint brushes.
- Move with control and coordination.



## Activities/Experiences

- Draw or paint pictures of fruit from still life props or their imaginations.
- Use their imaginations to create fruit printing patterns using, eg lemons, star fruit, pears.
- Make salt dough, colour with food colourings such as yellow, red and green.
- Make models of fruit using coloured clay/playdough or use paint on natural coloured clay or dough.
- Prepare fruits for fruit salad/fruit kebabs.
- Squeeze citrus fruits for drinks or make fruit milkshakes or smoothies.
- Play fruit colour games. Four groups of children are colour coded, each child races to the fruit pictures to find a picture that corresponds to their team colour.



# Language and literacy

## Learning intentions

- Listen attentively to a range of stories and poems about fruit.
- Listen and carry out instructions, eg follow the recipe for making fruit salad.
- Retell a story in sequence.
- Enjoy looking at books and beginning to read.
- Be aware of the different types of books, eg story books/information books.
- Write simple lists, messages during play.
- Observe the teacher as a writer, eg recording observations, writing recipes, lists etc.

## Activities/Experiences: Talking and listening

- Talk about favourite fruits: describe fruits - shape, texture, peel, skin, ripe, juicy etc.
- Listen carefully and enjoy stories, poems, rhymes and songs, such as *Handa's Surprise*, *The Very Hungry Caterpillar*, *Oranges and Lemons*. Join in where appropriate.
- Carry out verbal instructions, eg how to make fruit salad, fruit milkshake or smoothie.
- Make a fruit alphabet, eg apricot, banana, cherry, damson. Listen for initial sounds (difficult to find an 'e' fruit!!).
- Talk about the proverb "An apple a day keeps the doctor away".

## Activities/Experiences: Reading

- Encourage children to browse through a range of books, leaflets and posters related to fruit.
- Follow recipes and hygiene instructions, read labels.
- Read menus and price lists if you have a café or fruit shop.
- Enjoy interactive books on CD-ROMs.
- Play the game "I went to the shop and I bought a .....".
- Keywords include, citrus fruit, tropical fruit, tree fruits, berries, stones, pips, seeds, skin, peel.

## Activities/Experiences: Writing

- Make their own "My favourite fruit book".
- Make shopping lists for fruit shop after teacher has modelled this writing form.
- Label the countries that fruits come from on large world map.

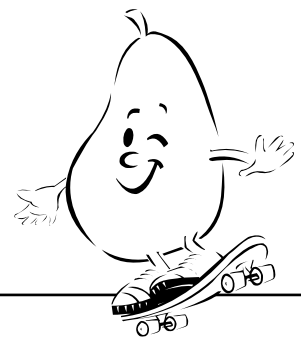
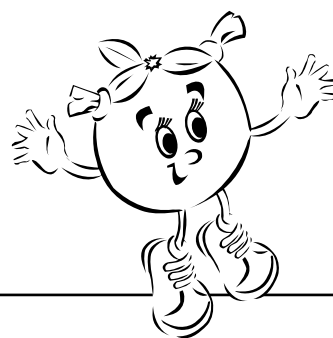
# Mathematics/Numeracy

## Learning intentions

- Sort fruit in a range of ways and talk about the criteria such as red/not red, peel/do not peel, stones/pips.
- Make sets to represent data, eg the number of apples, pears, bananas.
- Recognise and make simple patterns using fruit prints.
- Demonstrate 1 to 1 correspondence.
- Compare and order for size and weight and talk about similarities and differences.
- Demonstrate simple matching activities.

## Activities/Experiences

- Sort fruit into sets, eg apples/not apples, green/not green, float/sink.
- Make sets of 4 bananas, 3 pears etc and record results.
- Count sets of fruit.
- Place price tickets on fruit in shop. Exchange money to buy and sell.
- Weigh fruit using balance scales. Find the heaviest apples, lightest fruit.
- Use fruit to make print patterns. Encourage children to make repeated patterns.
- When making fruit salad talk about cutting the fruit in half, quarters.
- Recognise numerals on recipes.
- Look at the segments in oranges, limes and grapefruits.
- Match fresh fruit with artificial fruit, dried fruit with fresh fruit such as grape/raisin, plum/prune.
- Match fruit with fruit juice.



## The world around us

### Learning intentions

- Recognise and name a wide variety of fruit.
- Recognise the seasonal cycle of a fruit tree.
- Use their senses to find out about fruit and talk about their observations.
- Identify a variety of fruit and recognise that fruit is essential for healthy living.
- Recognise similarities and differences in fruits.
- Know that some fruits are grown locally, while others are imported from foreign countries.
- Recognise that fruit changes appearance over time and know that fruit can be preserved.



### Activities/Experiences

- Visit a fruit shop or go for an autumn fruit walk (you may find blackberries, damsons, apples, pears, rose hips etc).
- Look at pictures/poster or a basket of fresh fruit. Encourage children to identify the fruits they are familiar with. Gradually introduce more exotic fruits over several days.
- Encourage children to describe how the fruit looks, feels, (use of feely box), smells, tastes. What colour is it? What shape is it? Is it juicy? Do we eat the peel? Is it ripe/unripe? Is it crunchy or soft?
- Play 'identify the fruit' blind fold game (some children may be reluctant to do this).
- Talk about the importance of eating lots of fruit. Discuss washing both the fruit and their hands before eating.
- Describe fruits before and after peeling.
- Talk about fruit we grow here such as apples, pears, strawberries, raspberries and fruits that comes from other hot countries such as bananas, kiwis, pineapples, oranges etc. Use world map to indicate countries.
- Cut fruits in half and examine using magnifying glass. Children can make observational drawings.
- Make fruit salad (taking care using knife) and fruit juice. Talk about the skin, stalk, core, pips/stones/seeds.
- Discuss changes which occur to fruit if it is left in the air.
- Look at methods of preserving fruit such as freezing, canning, drying (sultanas, prunes, apricots, banana chips, apple slices) stewing, bottling and jam making.
- Compare dried fruit with fresh fruit. Soak some dried fruit in water overnight. Talk about what happens.

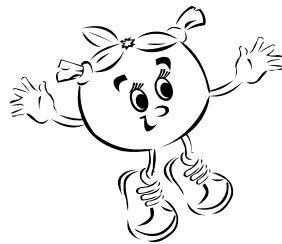
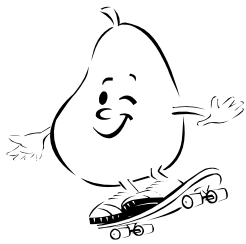
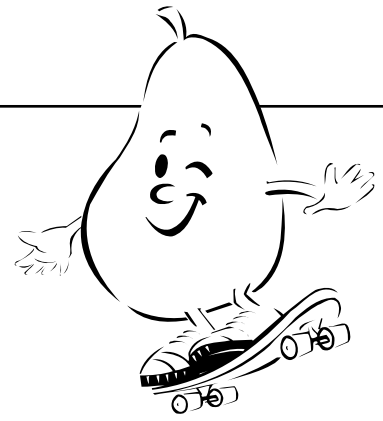
## Personal development

### Learning intentions

- Recognise the importance of healthy eating and hygiene.
- Demonstrate the safe use of tools and equipment.

### Activities/Experiences

- Talk about the importance of fruit in order to keep healthy. Talk about taking fruit to hospitals.
- Wash fruit and hands before eating fresh fruit.
- Use knives safely when cutting and chopping.
- Talk about what happens to fruit if left in the air and the importance of eating only fresh fruit.
- Enjoy eating fruit together.



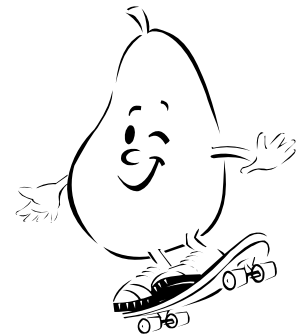
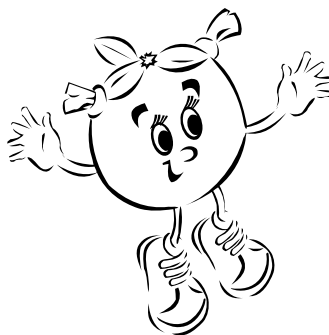
## More ideas for using fruit

### Snack opportunities

- Fruit salad - variations include green fruit salad, red fruit salad, tropical fruit salad, citrus fruit salad, “dried” fruit salad
- Fruit kebabs
- Mashed bananas
- Drink fruit juice
- Tinned fruit in natural juice
- Stewed fruit
- Fruit milkshakes or smoothies

## Fruit play experiences

	Activities/Experiences	Resources
Imaginative/ Role play	<ul style="list-style-type: none"> <li>• Set up house corner. Add fresh, tinned, dried and artificial fruit. Introduce new fruits each day.</li> <li>• Encourage children to wash fruit and prepare fruit salad or fruit kebabs in the house.</li> <li>• Extend play into a fruit 'café'. Children can prepare food, write recipes, menus and price lists, take orders, prepare bills etc.</li> <li>• After visit to a fruit shop or supermarket, set up a fruit shop.</li> </ul>	<ul style="list-style-type: none"> <li>• A wide variety of fruits to include familiar and exotic fruits, tinned, dried, fruit drinks, plastic and wooden fruits (NES Arnold).</li> <li>• Café, bowls, dishes, writing equipment, aprons, knives to cut fruit (that are safe for children), scales, money, bags, posters, price lists.</li> </ul>
Construction	<ul style="list-style-type: none"> <li>• Children can design a carrier bag for fruit.</li> <li>• Make ships, lorries, trucks and vans to transport fruit.</li> </ul>	<ul style="list-style-type: none"> <li>• Various papers, boxes, glue, ribbons, felt, pens, wheels, card.</li> </ul>
Sand	<ul style="list-style-type: none"> <li>• Children can represent Handa's journey in damp sand.</li> <li>• Play coordinate game. Mark out sand in squares. Hide a piece of fruit. Children have to find the correct square.</li> </ul>	<ul style="list-style-type: none"> <li>• Copy of <i>Handa's Surprise</i> by Eileen Browne.</li> <li>• Greenery for trees, materials for huts, fruit baskets, selection of animals, ethnic dolls, fruit.</li> </ul>
Water	<ul style="list-style-type: none"> <li>• Place a selection of fruit near the water tray. Children can investigate/predict which float/sink.</li> <li>• Play traditional ducking for apples game (older children).</li> <li>• Make boats out of half orange peels. Add a sail.</li> </ul>	<ul style="list-style-type: none"> <li>• Sorting rings, labels, selection of fruit - try some peeled/not peeled (note that a banana floats with its skin on but sinks when it is peeled), towels, orange peels, paper, cocktail sticks, plasticine.</li> </ul>
Outdoor play	<ul style="list-style-type: none"> <li>• Play games such as <i>Oranges and Lemons</i>.</li> <li>• Go on an autumn fruit walk.</li> <li>• Have a fruit picnic.</li> <li>• Collect fruit on tractors and trailers.</li> </ul>	



## Home learning/Parents

### Ideas for parents

- Look at the fruit that you buy with your child. Name the fruits. Sort and count them. Which ones do we have to take the skins off before we eat them? Sort them by colour, size and shape. Do they know which ones grow on trees in this country? Which grow in other countries?
- When you go to the shop or supermarket, let your child look at the displays of fruits. Are there any that are unfamiliar?
- When you buy fruits encourage your child to help count out the apples and oranges.
- Plant a seed, pip or stone from a fruit, or put the top leafy part of a pineapple in a saucer of water. Avocado stones often shoot quite quickly if kept moist, and eventually grow quite tall and leafy. Orange, grapefruit and lemon pips grow more slowly but can be grown in a plant pot.
- If you make or buy fruit items such as pies and crumbles, can your child identify the fruit when it is cooked? If they eat jams and marmalade, do they know that they are made of fruit? Look at the pictures and labels to identify the fruit.
- If possible, try some different fruits this week.
- When out walking or driving look for places where fruit is growing, such as orchards.
- Look for fruits in the hedgerows, such as blackberries, hips and haws. Do remember to remind your child that they must not eat anything without your permission and that some berries can make them very ill.
- If you grow fruit in your garden or have friends or relatives that do, look at the plants, bushes and trees that they grow on. Some fruits grow high up on trees and others, such as strawberries, grow down on the ground. Don't forget that a tomato is a fruit and many people grow these at home.

*Ref: Stepping Stones Food  
Nelson Thornes*

*The Health Promotion Agency would like to thank Dawn Crosby, Assistant Advisory Officer for Nursery and Primary, South Eastern Education and Library Board, for her assistance in preparing the teachers' support materials.*



[www.thesnackpack.net](http://www.thesnackpack.net)



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