



# user guide





# Welcome to TwinklPlanIt

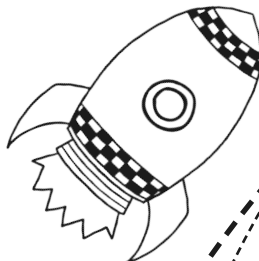
Our scheme of work for 2014 UK national curriculum.

To help save you time we have put together complete unit packs for the 2014 curriculum. These packs have been developed by teachers and designed by our creative team to provide you with everything you need in one handy download.

Each unit pack includes six detailed lesson plans containing a lesson presentation, creative and differentiated lesson activities and resources, two home learning tasks, challenge cards, fact cards, an eye catching display pack and key vocabulary cards.

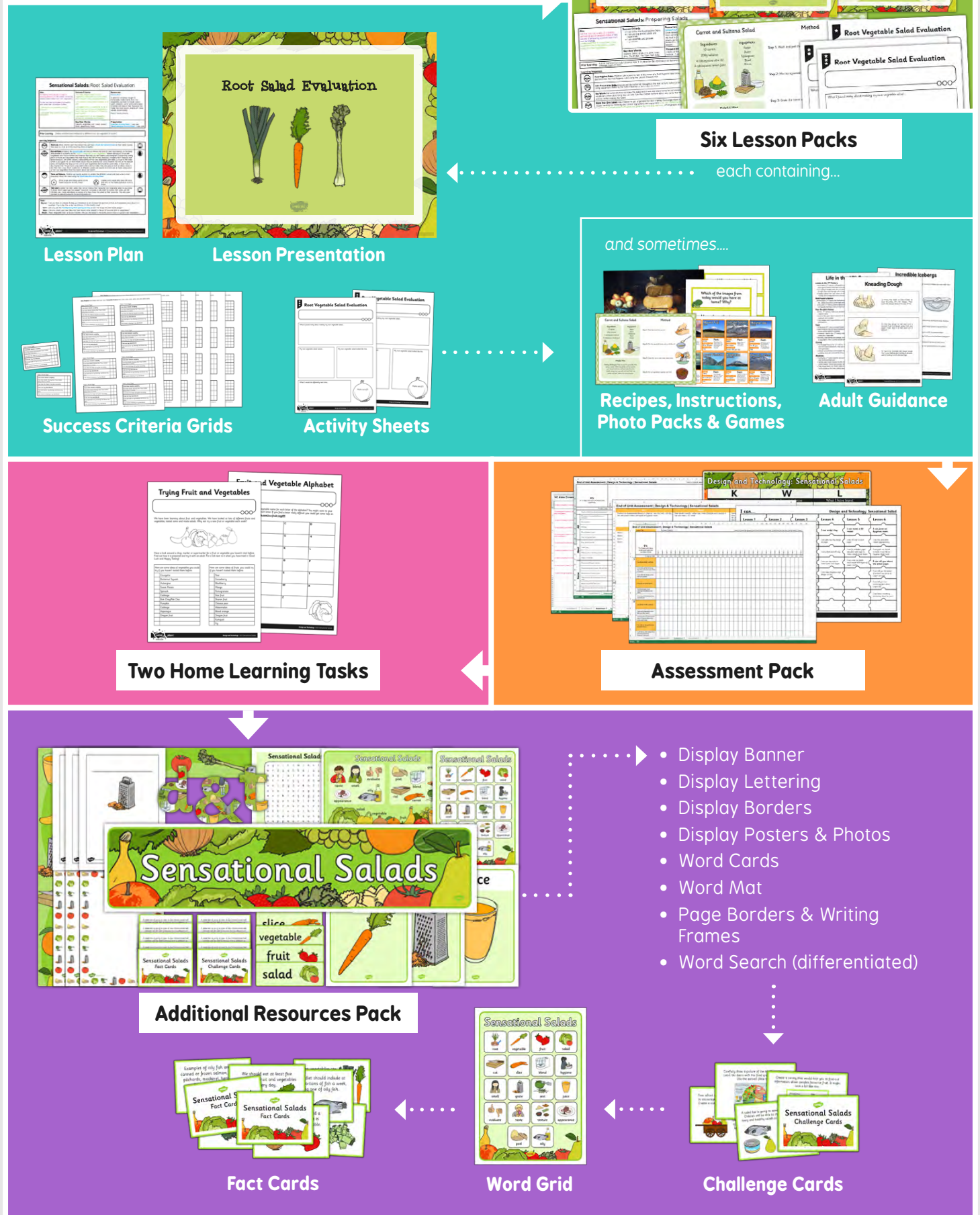
This overview is your guide to **Twinkl PlanIt** and should cover any questions you have. If there is something you need help with then please don't hesitate to [get in touch](#).

love twinkl<sub>x</sub>



# What is in a PlanIt Unit?

Each individual unit contains...



# What Goes into a PlanIt Lesson Plan?

Each lesson pack contains a lesson plan as a pdf document. Text can be copied from the plan to your own planning format. The lesson plan is split into four main sections to help with your planning.

**Unit Name**

**Lesson Name**

**Resources:** Any resources you need will be listed here.

**Preparation:** Here you will find everything that needs preparing before the lesson.

**Aim:** The text in red is the 2014 NC aim. The purple text puts it into the context of the lesson and the green text gives you a child friendly aim for the lesson.

**Learning Sequence:** Takes you through the lesson step by step.

These titles in bold match the relevant slides in the lesson presentation.

Our icons tell you the type of activity involved for each part of the lesson. You can find out more about these at the bottom of the page.

**Taskit:** This section gives you additional ideas as well as cross-curricular links that you could use to extend the lesson, to challenge individuals or plan another lesson.

## Sensational Salads: Root Salad Evaluation

<p><b>Aim:</b> To explore and evaluate a range of existing products in the context of tasting salads made mainly from root vegetables. To use the basic principles of a healthy and varied diet to prepare dishes. I can explore and evaluate existing products. I can explain why I need to eat fruit and vegetables.</p>	<p><b>Success Criteria:</b> I can taste salads made from root vegetables and explain what I like about them and how they could be improved. I can say which salad I liked the most and why. I can explain that it is important to eat at least 5 portions of fruit and vegetables a day to help give me energy and keep my body healthy. I can explain that fruit and vegetables contain lots of vitamins and minerals.</p> <p><b>Key/New Words:</b> Evaluate, vegetable, root, salad, texture, smell, appearance, taste.</p>	<p><b>Resources:</b> Lesson Pack A selection of salads, bought or homemade, made mainly from root vegetables, eg beetroot salad, potato salad, coleslaw, carrot and satsuma salad (Children will vote on their favourite and make them next lesson, recipes for these salads are provided). Plastic tasting spoons.</p> <p><b>Preparation:</b> Food Mat Activity Sheet - 1 per pair Salad Evaluation Activity Sheet - 1 per child</p>
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**Prior Learning:** Children will have been introduced to different fruits and vegetables in lesson 1.

**Learning Sequence**

<p><b>Warm Up:</b> When children start the lesson they will have a Food Mat Activity Sheet on their desk. Quickly, they have to circle all of the food they think is healthy.</p>	<p><b>Estwell Plate:</b> Produce the Estwell Plate and discuss where the food on the plate belongs on the plate. Why is it important to eat vegetables? Explain that eating plenty of fruits and vegetables may help reduce the risk of many diseases, including heart disease, high blood pressure, and some cancers. Eating plenty of fruit and vegetables also helps us to go to the toilet which is also good for us! (Note these issues may be sensitive for some children). Re-look at the eatwell plate and highlight the large portion of fruit and vegetables that should be eaten daily, at least five a day. Explain that five portions a day seems like a lot but today they are going to look at clever ways to eat their five a day. Show a selection of different salads and explain that they are all made using some of the root vegetables that they learnt about last lesson.</p>	<p><b>Taste and Evaluate:</b> Children use tasting spoons to sample the different salads and then write a short evaluation about the salad using the Salad Evaluation Activity Sheet.</p>
<p><b>Tally Chart:</b> Explain that next week they will be making their favourite root vegetable salad so you need to know which salad was the classes' favourite. Complete a tally chart to record their votes. (As the children vote, invite individuals to explain why they chose the salad as their favourite. This will allow children to verbally evaluate the existing products.)</p>	<p><b>Taskit:</b> Rhyme: Can you think of a rhyme to help you remember to eat at least five portions of fruit and vegetables every day? For example, 'Five a day, five a day, we all know it's the healthy way!' Sortit: Can you use the Healthy Eating Plate Sorting Activity to sort the foods into their food groups? Tallyit: Can you create your own tally chart and record other people's choices of favourite fruit or vegetables? Readit: Read 'Vegetable Glue' by Susan Chandler. Discuss the issues in the books around why it is good to eat vegetables.</p>	<p><b>Differentiation:</b> Indicated by 1, 2 or 3 stars.</p>

**Footer:** This tells you which unit the lesson comes from and where the lesson comes within the unit, all footers follow this pattern:  
**Subject | Key Stage | Unit Name | Lesson Name | Lesson Number**

You'll find Twinkl resources in blue and bold, hyper-links are also underlined.

You'll find key assessment opportunities in green in the learning sequence.

The egg timers tell you how long that part of the lesson should last; short, medium or long. If you don't have time for the full lesson, this might help you select individual parts.

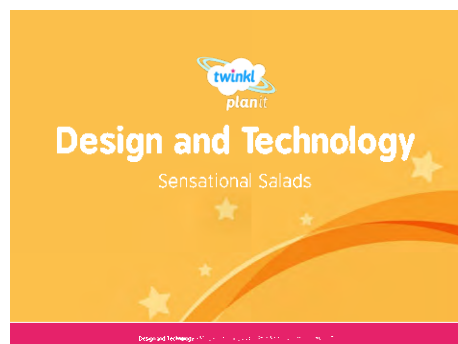
## Lesson Plan Icons

Duration of Activity	Short 	Medium 	Long 	Individual 	Talk Partners 
Differentiation	Low 	Medium 	High 	Pairs 	Mental & Oral Starter (Math units only) 
Assessment		Or look for green text in the learning sequence.			Group Work 
				Whole Class 	Teacher Led 

# What Goes into a Plant Lesson Presentation?

Each lesson pack has a lesson presentation, available as a PowerPoint or interactive whiteboard file. The presentation frames the learning sequence as outlined on the lesson plan, providing information, posing questions and setting tasks.

Each presentation has the same 3 slides at the beginning;



**Slide One:** Plant title slide with the subject and the unit title. The footer of the slide will match the lesson plan.



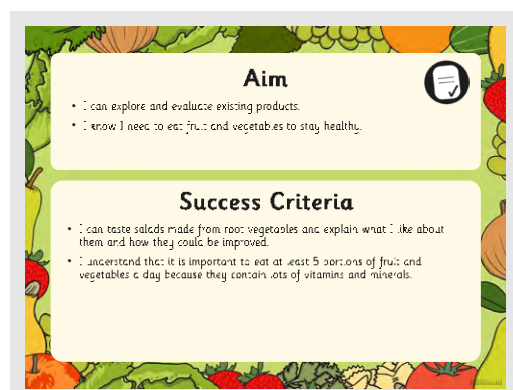
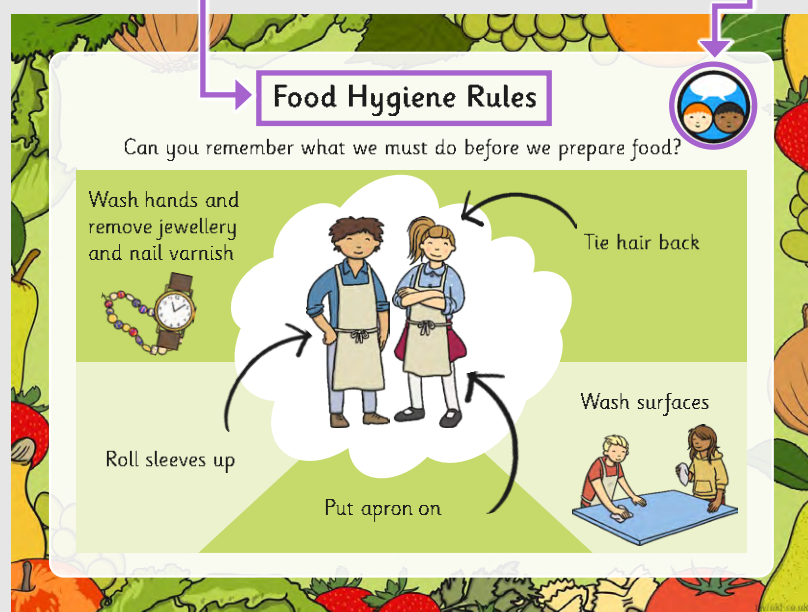
**Slide Two:** Child friendly title slide. You might choose to start your lesson with this slide.



**Slide Three:** Child friendly aim and success criteria.

Slide titles in the lesson presentation correspond with the bold titles in the learning sequence in the lesson plan.

You'll find the corresponding icon in the top right hand corner. There is a key to the icons at the bottom of the page.



Every presentation will repeat the success criteria slide at the end of the presentation to facilitate the children's assessment.

## Lesson Presentation Icons



Individual



Group Work



Talk Partners



Assessment



Pairs



Whole Class

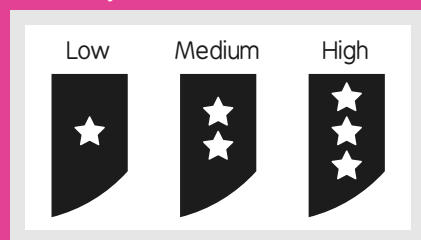


Mental & Oral Starter  
(Math units only)



Our activity sheets are provided in .pdf format and .doc format.

## Activity Sheet Icons



## Root Vegetable Salad Evaluation


What I found tricky about making my root vegetable salad...

My root vegetable salad tasted...

My root vegetable salad looked like this.

What I would do differently next time...

Marks out of 5

 **planit**  
TEACHING RESOURCES

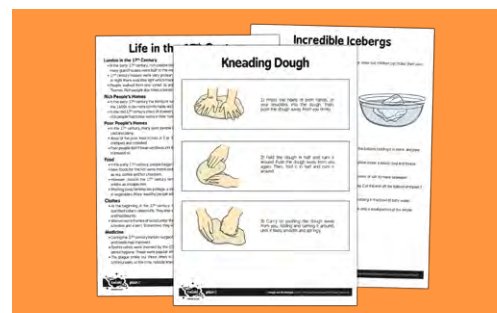
Design and Technology | KS1 | Sensational Salads | Preparing Salads | Lesson 3

◀... The blank box is designed for the child to write the lesson aim in. An editable version with the aim already typed is also provided. The three circles are for optional self or teacher assessment.

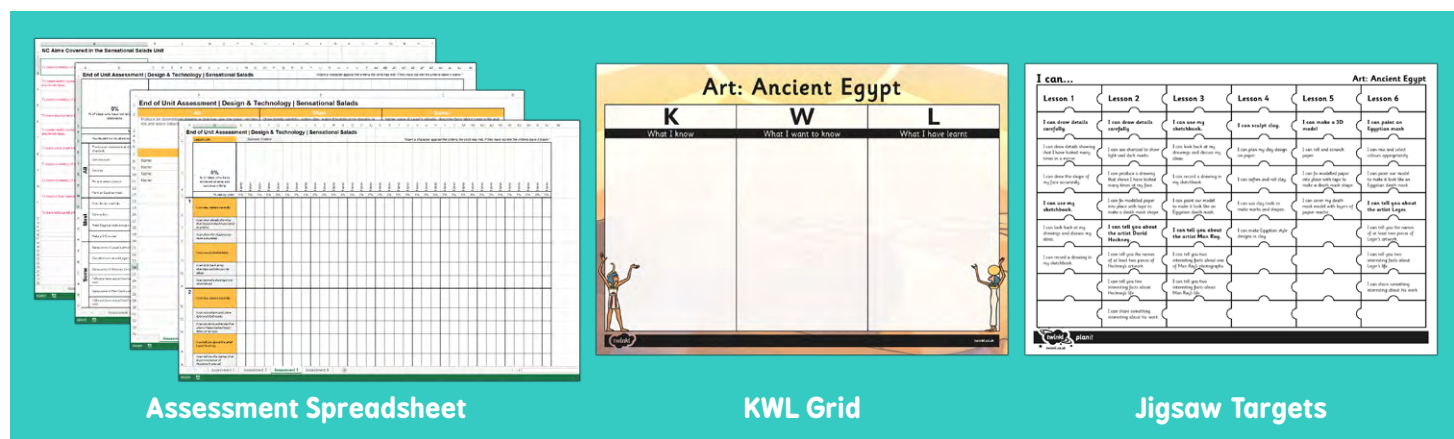
e.g. traffic light colours or shading 1, 2 or 3.

◀ The footer will let you know... which unit and lesson the activity sheet is from.

Adult guidance provides teachers with background knowledge and information to assist with the lesson. The type of guidance in the pack will depend on the lesson content.



We have put together some ready made assessment tools for each unit. More information and ideas on how to use these tools can be found in the Assessment Guidance.



# Meet the Teacher Team behind PlanIt.

**Helen**

From an inner city school in London to a village school in Yorkshire, Helen is a former SENCo who has enjoyed 13 years teaching Years 2 to 6 focusing on a creative, cross-curricular approach.



**Gemma**

With 13 years' experience as a primary teacher, Gemma has led Science, Design and Technology and Healthy Schools. She has a passion for igniting learning through a hands on approach.



**Helen**

With a commitment to valuing the Visual Arts within the primary classroom and beyond, Helen strives to bring innovation and creativity across the curriculum, particularly in English and History.



**Tarjinder**

Tarjinder has 10 years teaching experience in inner-city Birmingham, Leicester and London. She has been a subject leader in History and Computing, and has a passion for Geography and R.E.



**Tim**

Tim has worked in primary schools in London, Cyprus and Sheffield as a headteacher, teacher and IT technician. He has expertise in Maths, Science and Computing and enjoys children's literature.



**Victoria**

Vicky is an experienced teacher who has taught across both key stages. English, History and PE are her passions and she enjoys planning activities which are fun, lively and engaging.



**Dawn**

Before retiring from teaching after 34 years, Dawn's final role was as associate headteacher of a multicultural school. She loves bringing fun into the classroom, especially through games and role play.



**Emma**

Emma is a talented artist who brings her creative skills to teaching. She loves coming up with new, exciting and innovative ideas to inspire learning, particularly in KS1 and EYFS.



**Liz**

Currently enjoying a post in KS2, Liz has 20 years' experience teaching in a variety of settings. She loves inspiring children to be enthusiastic about new languages.



**Jemma**

An experienced SEN teacher and SENCo in KS1-3, Jemma has an MA Diploma in SEN and expertise in Geography, English and PSHE. She loves visual resources and sign language.



**Steve**

With 15 years primary teaching experience, Steve has enjoyed roles in Senior Leadership, assessment and mentoring. Specialising in English and Computing, he is also an author and school governor.



**Sue**

Sue has experience in teaching from EYFS to KS3, in very small schools, larger primary and middle schools and in the independent sector. She has expertise in Humanities and Computing.



**Leeanne**

Experienced across the primary phase, Leeanne has an enthusiasm for literature and art. She is dedicated to promoting active and creative learning for children of all ages and abilities.



**Helen**

Helen is an experienced teacher, passionate about inspiring children through creative and engaging activities. She has enjoyed leading and developing specialisms in Science, History and KS2 assessments.



**Jo**

Jo is an experienced primary teacher with a Master's Degree in Effective Teaching and Learning. She is passionate about helping all children achieve their full potential.



**Ellen**

Working in both key stages for nearly a decade in schools across London, Ellen is keen to inspire a culture of learning through her love of the Arts.





Be kind to yourself, you're doing wonderfully.

If you need us just get in touch, contact [info@twinkl.co.uk](mailto:info@twinkl.co.uk).

[twinkl.co.uk](https://www.twinkl.co.uk)