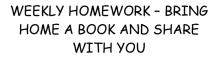
## 1. What is Milk and where does it come from?

Rich Learning Task - Design an information sheet /book creator with facts about milk

- KWL grids what we know now and what would we like to find out.
- Watch a video of Miss Rees out and about on a farm showing how we get milk now. Pupils to then look at how we used to produce milk before technology. Pupils to have a go at "milking" (using gloves as udders).
- Milk alternatives taste test describe likes/dislikes.
- Look at what other animals produce milk.
- Sequence how milk is produced.
- What products can we make out of milk explore/research yoghurt, cheese, butter, ice-cream (experiment and have a go at ma



January - To be the best you can be (Article 29)

February - To learn and use own language and customs (Article 30)

Pembrokeshire Produce

Milk —— Ice-cream

Spring Half Term 2020

KS2 - Seahorse Class



Our pupils are:
Ambitious, capable learners
Healthy, confident individuals
Enterprising, creative contributors
Ethical, informed citizens
Other activities to consider:

- DC Projects
- Weekly swimming and P.E sessions.
- Weekly cookery sessions.



## 3. Ice-cream Shop



Rich Learning Task - Pupils to make and sell ice-cream in their own ice-cream parlour (role play also)

- Research and look at how much ice-cream is
- Advertise/ make posters describing words etc.
- Design and make a banner/decorate tubs.
- Health and safety/ food hygiene.
- Sell ice-cream in school working with and alongside another class (School farmers market).
- Role play ice-cream parlour create ice-cream out of different materials, scooping ice-cream, opening and closing tubs (fine motor).



## 2. Ice-cream





Rich Learning Task - To design and make different flavoured ice-creams

- Research how ice-cream is made.
- Freezing/melting experiment (how to store).
- Pupils to compare different temperatures (hot/cold, using thermometers etc.).
- Lochmeyler Ice-cream to visit school see how the ice-cream is produced - ask questions.
  - Pupils to create a recount of what they seen.
  - Write a thank you letter to the shop for coming to visit.
- Taste test (discuss likes/dislikes) pupils
  to create a survey to find out what
  flavoured ice-cream is the most popular.
  Show results using tables (like/do not like)
  and graphs (pictogram/bar).
- Look at health and safety and food hygiene whilst making ice-cream.
- Making ice-cream using different methods
  (in a bag, ice-cream machine etc.)
  Pupils to create a list of ingredients needed
  and follow instructions to make,
- Pupils to sequence how they made icecream.