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| Suggested Curriculum Links  **Literacy** – Instructions, personal writing  **Maths** – Sorting, measuring, estimation  **Art** – Design,  **Social Studies** – Food and Farming topics  **Technology –** Design  RME – world religions | | UNCRC  Articles:  24, 27, 29 | Wellbeing Indicators  Safe  Healthy  Achieving  Nurtured  Responsible | | | Building Resilience  2. Respect Yourself  3. Challenge Your Mindset  6. Get Active  7. Make A Difference  10. Have A Goal | | |
|  |  | | |  | | | |  |
| Topic/context: Food Journey and Experience | | | | | | | | |
| Bundled Es and Os | Benchmarks | | | | Suggested Activities/Assessment | | Resources/ Links | |
| Together we enjoy handling, tasting, talking and learning about different foods, discovering ways in which eating and drinking may help us to grow and keep healthy. **HWB 0-30a**  I enjoy eating a diversity of foods in a range of social situations.  ***HWB 0-29a***  I enjoy exploring and working with foods in different contexts.  ***TCH 0-04a***  I am becoming aware of the importance of celebrations, festivals and customs in religious people’s lives. ***RME 0-06*** | * Recognises that eating more of some types of foods and less of others is good for health. * Identifies, prepares and tastes a range of foods, for example, fruit, vegetables. * Identifies how much fluid should be consumed in a day. * Eats socially with others. * Recognises that we eat different foods at different times of the day and on different occasions. * Prepares and tastes a range of familiar and unfamiliar foods. * Recognises and respects that others’ food choices may be different from their own. * Demonstrates simple food preparation techniques, for example, peeling, slicing, mixing, spreading. * Shares thoughts and asks and answers questions to show and support understanding about at least one * celebration, festival and custom in Christianity and at least one World Religion. | | | | Prepare a banquet  Teddy Bears Picnic  Choose and prepare a lunch with dining staff/staff  Create a food diary breakfast/lunch/  dinner  Create a water diary  Grow, harvest, prepare and eat foods in season  International Day – preparing different foods e.g. make breads from around the world, involve parents | | ***Lots of learning and teaching ideas for all food and health and technologies can be found at:***<https://education.gov.scot/improvement/documents/hwb18foodskillssupportresource.pdf>  **Resources for teaching-**  <https://www.bbcgoodfood.com/howto/guide/guide-cookery-skills-age>  Suggested activities and recipes to practise cutting, peeling etc with 3-5 and 5-7 year olds  <http://www.foodafactoflife.org.uk/Sheet.aspx?siteId=14&sectionId=62&contentId=137>  Range of activities, books, recipes  <https://www.nhs.uk/Livewell/Goodfood/Pages/the-eatwell-guide.aspx>  **Various clips/videos** | |
| Topic/context: Healthy Choices and Nutrition | | | | | | | | |
| Bundled Es and Os | Benchmarks | | | | Suggested Activities/Assessments | | Resources/ Links | |
| I know that people need different kinds of food to keep them healthy.  ***HWB 0-32a***  I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth.  ***HWB 0-33a*** | * Uses the words lots, some and a little to prepare and describe the amount of food that should be eaten from each food group to stay healthy. * Demonstrates how to perform daily hygiene routines, for example, hand washing, teeth brushing. * Gets ready to prepare food, for example, wash hands, tie hair back, wear an apron. * Demonstrates an understanding of basic food hygiene and safety through, for example, washing fruit and vegetables, storing perishables in the fridge. * Works safely when using simple kitchen equipment. | | | | * Eatwell plate activities – sorting foods, linking to snack/lunch /dinner * ‘Cooking Show’ – with adult support, pupils work together in groups to create a mini cooking show demonstrating the steps to get ready to prepare food * Linking handwashing to germs * Teach your partner how to wash their hands properly * Top tips for kitchen safety – create own risk assessment/rules   <https://education.gov.scot/improvement/documents/hwb18foodskillssupportresource.pdf> | | **Resources for teaching-**  <http://www.foodafactoflife.org.uk/section.aspx?t=95&siteId=17&sectionId=93>  Activity 2- What is the eatwell plate?  Activity 3 – Do you need to eat lots, some or a little of these foods?  <https://www.carex.co.uk/teacher-zone>  <https://www.carex.co.uk/ready-steady-handwash>  <http://www.colgate.com/en/us/kids/kids-corner>  <https://www.topmarks.co.uk/Search.aspx?q=brush%20your%20teeth>  **Various clips/videos**  <http://www.colgate.com/en/us/kids/parents-place/videos>  <https://www.bbc.co.uk/cbeebies/topics/food>  <https://www.bbc.co.uk/cbeebies/puzzles/our-family-vegetable-quiz>  <https://www.bbc.co.uk/cbeebies/puzzles/twirlyscreen-fruit-quiz>  <https://www.sesamestreet.org/toolkits/teeth>  <https://www.carex.co.uk/handwashing-songs>  <https://www.bbc.co.uk/education/clips/zbbgd2p> | |
| Topic/context: Problem Solving with Food and Textiles | | | | | | | | |
| Bundled Es and Os | Benchmarks | | | | Suggested Activities/Assessments | | Resources/ Links | |
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| I explore and discover where foods come from as I choose, prepare and taste different foods.  ***HWB 0-35a*** (also in social studies)  I enjoy experimenting with a range of textiles.  ***TCH 0-04b***  I have the freedom to discover and choose ways to create images and objects using a variety of materials. ***EXA 0-02a***  I can share my thoughts with others to help develop ideas and solve problems.  ***TCH 0-04c***  Working on my own and with others, I use my curiosity and imagination to solve design problems. ***EXA 0-06a*** | * Describes which foods come from plants and which come from animals when working with and tasting foods. * Demonstrates simple techniques with textiles, for example, cutting, selecting materials, threading cards, gluing. * uses a variety of available materials and technology; * Within a food/textile context;   + Explores and identifies at least two ideas to solve a problem.   + Selects an appropriate solution. * Uses given resources to solve the problem/reach the solution. * Solves simple design problems, working on their own and with others, using a degree of trial and error, for example, designs a simple container for an agreed purpose | | | | * Tasting activity, develop language to describe flavour, texture etc. * Grow foods, visit farms, factories, restaurants/cafes * Fashion Show -make an outfit for a character from a story * Have lengths of different fabrics available for role play * Fairtrade Stall/Craft Sale * Open ended tasks with fabrics e.g. workshops, make a…   <https://education.gov.scot/improvement/documents/hwb18foodskillssupportresource.pdf> | | **Resources for teaching**  <http://www.foodafactoflife.org.uk/Sheet.aspx?siteId=17&sectionId=95&contentId=357>  Activity 9 – Where does food come from?  Activity 10 – Does this food come from a plant or an animal?  <https://www.education.com/activity/fabric-projects/>  <https://www.stem.org.uk/resources/collection/4165/where-food-comes>  **Various clips/videos**  <https://www.youtube.com/watch?v=7IRdS48yuf0>  (Field to Fork) – May be more suitable for first level | |