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| Suggested Curriculum Links**Literacy** – Instructions, personal writing **Maths** – Sorting, measuring, estimation **Art** – Design, **Social Studies** – Food and Farming topics**Technology –** DesignRME – world religions | UNCRCArticles: 24, 27, 29 | Wellbeing IndicatorsSafeHealthyAchieving NurturedResponsible  | Building Resilience2. Respect Yourself 3. Challenge Your Mindset 6. Get Active7. Make A Difference10. 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 banquetTeddy Bears PicnicChoose and prepare a lunch with dining staff/staffCreate a food diary breakfast/lunch/dinner Create a water diaryGrow, harvest, prepare and eat foods in seasonInternational 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 |