

**East Renfrewshire Council: Education Department  
Practitioner Moderation Template**

Prior to the moderation exercise, please complete the following information and submit it to your facilitator with assessment evidence from one learner that you judge to have successfully attained the Es' and Os'.

School Code	Y
Practitioner Code	Y10
Curriculum Area(s)	HWB and talking and listening
Level	First
Stage(s)	P3
Specific subject (if applicable)	

**Experiences and Outcomes:**

By investigating the range of foods available I can discuss how they contribute to a healthy diet. HWB 1-30a

I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. LIT 1-07a

**Learning Intentions:**

To investigate a range of foods

To discuss how foods contribute to a healthy diet

To show understanding by responding to different types of questions

To understand what food groups provide for our body

To accurately respond to questions

**Success Criteria:**

I can identify a food I like

I can identify a food I dislike

I can explain how it smells, tastes and feels in my mouth

I can explain that we need to eat regularly during the day

I can discuss and give 3 reasons why we need food.

**Lesson 3**

Through discussion, establish what children already know about what is meant by a healthy diet. Through questioning children name food groups that are part of a healthy diet? What is an eatwell plate?

Children watch video clip [www.bbc.co.uk/education/clips/z3n2tfr](http://www.bbc.co.uk/education/clips/z3n2tfr) which explain the five food groups; carbohydrates, protein, fats and sugar, dairy and milk, fruit and vegetables.

Group activity to identify and sort cards into each food group.

Individual matching activity. Children to cut and paste pictures of food into the right plate on an eatwell plate.

Peer assessment - completed plate chosen to check against success criteria.

**Lesson 4**

Using the 5 food groups children discuss the nutritional values each group may give them. Supported by teacher they are encouraged to question each other on why they think this is beneficial to maintaining a healthy diet. Suggested language for questioning/responses 'What do you think?' 'Why do you think that?' 'Do you agree/disagree...why?' 'I think that...', 'I agree with .....because...' With information collected children create a mindmap showing five food groups and underneath their nutritional values.

Record the range of assessment evidence that was gathered to meet the success criteria (Say, Write, Make, and Do) considering breadth, challenge and application.

SAY: Respond accurately to questions. (Transcript)

Make: An eatwell plate for an individual meal.

Write: Children record in jotter foods they like and dislike.  
Mind map highlighting 5 food groups and explaining benefits of each.

Do: Listen carefully and watch video clip.  
Accurately match foods to food groups.  
Tasting activity (not carried out with this class).

Did the learner successfully attain the outcomes? YES/NO

Yes

### Learner Evidence

Well done! You have identified foods that you like and dislike and you have told me why. Next time try to use all of your senses to describe foods you like/dislike.

Tuesday | 1st September

foods I like.

chocolate burges chips  
popcorn chicken. strawberries.

why I like these.

they are all very tasty.

I Dont like

brusel sprats eggs pepper  
olives onions.

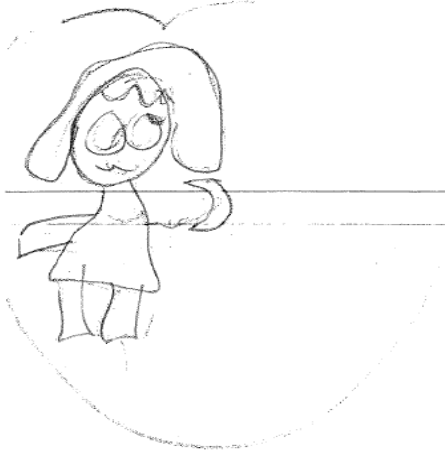
Why I Dont like these.

they are all disgusting.  
they make me thirsty.

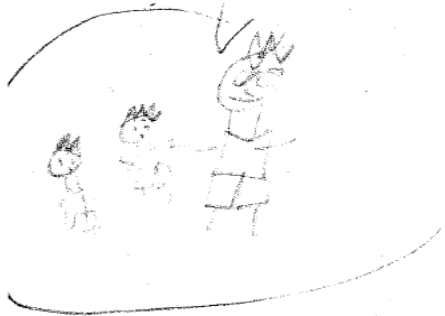
Tuesday 8<sup>th</sup> September <sup>Lesson</sup>

We need food to:

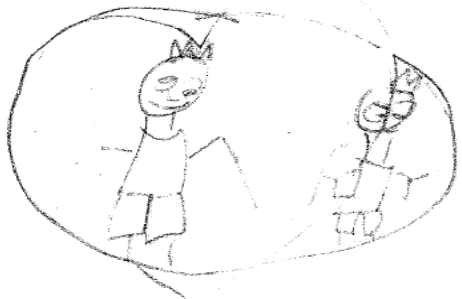
P.A - you have given me the answer why we need to eat  
to grow and be active. I have given the answer to why we need to eat  
to be healthy



Stay healthy  
eat bananas



grow  
have a lot of food



be active  
run and skip with  
a skipping rope

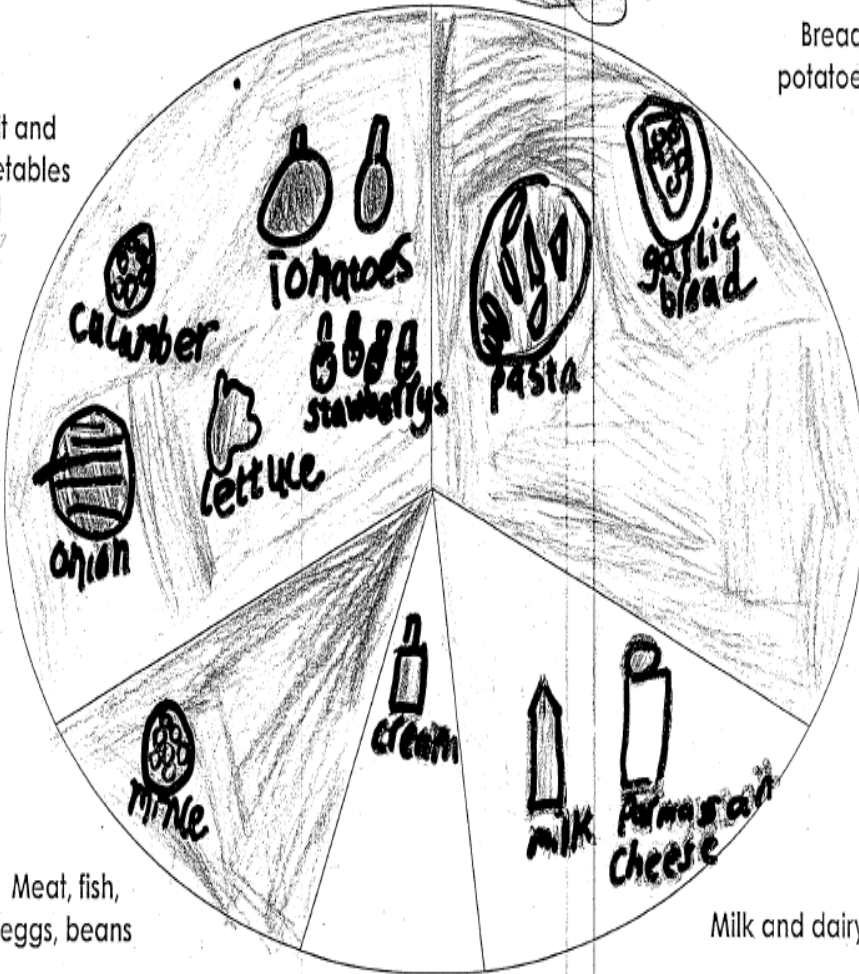
WORKSHEET 1U4

Name: [redacted]

Correctly identified which section of the plate each food goes into to create an individual meal.



Fruit and vegetables



Bread, rice, potatoes, pasta

Meat, fish, eggs, beans

Milk and dairy foods

Foods and drinks high in fat and/or sugar

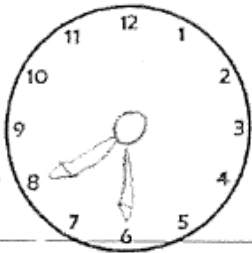
Next steps: Create a question for a class quiz.

Worksheet 103

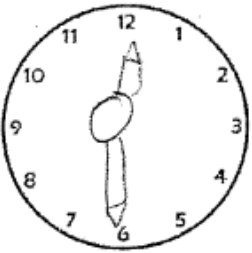


# Meal Times

Name: [REDACTED]



At breakfast time I have:  
toast and an apple  
8:30 am



At lunchtime I have:  
soup, bread and stewbeans  
12:30 am



In the evening I have:  
pizza  
6:00 pm



Foods that I eat at other times:  
pancakes  
4:30 pm

Lesson 4 Transcript

Teacher: Who can name the five main food groups?

Pupil A: Protein?

Teacher: Yes, four more.

Pupil B: Carbohydrates and Fruit and Vegetables.

Teacher: Well done, two more.

Pupil C: Bread?

Teacher: Bread is a food, not a food group, it comes under carbohydrates. Two more.

Pupil D: Dairy and Sugar.

Teacher: That's good, dairy and milk are one group and fats and sugars are another. Well done.

Teacher: Speak to your shoulder partner about the food groups and what health benefits they might give your body.

*Clues give to children during discussion eg who has seen the yoghurt advert?  
What does this give us?*

Wednesday 6th

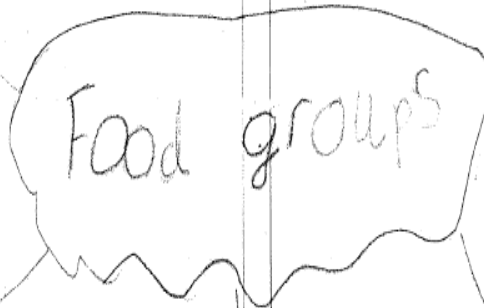
October

Fruit and veg  
vitamins and minerals

Carbohydrate  
energy

Fantastic U.

Your mindmap shows how these foods contribute to a healthy diet/body.



Protein

Growth and repair

Fats and  
Sugar  
energy and  
warm

Dairy

Calcium

Lesson 4