

Health and Wellbeing: Food and Health

Early Level

Significant Aspect of Learning 5

Knowledge and understanding that food practices and choices depend on many factors including availability, sustainability, season, cost, religious beliefs, culture, peer pressure, advertising and the media.

Learning Statement(s)

Know and understand that food comes from plants and animals.

Select and prepare different foods as part of a varied daily routine for healthy eating.

Experiences and Outcomes

[HWB 0-35a](#) I explore and discover where foods come from as I choose, prepare and taste different foods.

(Curriculum Area: [Health and wellbeing](#) > [Food and health](#) >)

Secondary Organisers

[HWB 0-0-14a](#) I value the opportunities I am given to make friends and be part of a group in a range of situations.

[HWB 0-19a](#) In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences.

[LIT 0-04a](#) I listen or watch for useful or interesting information and I use this to make choices or learn new things.

Exploring and Understanding...



We read books in class which tell us more about farming and how food is harvested. The children are able to make connections between the food being grown and harvested on the farm and the food they grow themselves in school.

We held a class discussion to talk about how food comes from plants and the children were able to express their knowledge of food that comes from plants. Children develop their awareness through songs and stories about food and are able to identify some foods that originate from plants.

Learning Statement(s)

Know and understand that food comes from plants and animals.

Learning Intentions

Pupils will recognise that some food grows on plants.

Pupils will investigate where the food we eat comes from.

Pupils will understand that some food comes from animals and some from plants.

Knowledge & Understanding and Skills development:

- *Non-fiction texts about farms*
- *Stories and songs about food*
- *Soup made with harvest vegetables*
- *Growing vegetables*
- *Using vegetables grown to prepare healthy snacks*

Success Criteria

- *I know that some of the foods which I eat come from plants.*
- *I can name some food that grows on plants*
- *I can help to grow and harvest some foods from plants*
- *I can prepare a snack using food that I have harvested from a plant*
- *I can decide which foods come from plants and which ones from animals.*



Learning Intentions

Pupils will recognise that some food grows on plants.

The children are involved in planting and nurturing plants such as potato and tomato plants.

They water the plants regularly and observe over time how the plants grow and fruits form.

Following discussions about how the fruit/plant has grown and now looks ready to eat, they are responsible for collecting ripe food from the plants, helping them to clearly understand that some food comes from plants.

PUPIL VOICE

“These are growing on this branch here and you pick them when they are grown.”

PUPIL VOICE

“The plant is bigger now because we watered it and it got the sunshine.”



Learning Intentions

Pupils will know that they can eat fruit and vegetables that grow on plants.

The children wash potatoes that they have grown before using them to create healthy snacks. Through cooking and eating food that they have grown themselves, they show their understanding that some food comes from plants.



Comments from pupils:

“We had to wash the earth from the ground off the potatoes before we could cook and eat them.”

“We grew these potatoes and now that they are big enough we can cook them.”

“I’m looking forward to eating the potatoes I have just taken from the ground.”



Learning Intentions

Pupils will investigate where the food we eat comes from

The children develop their understanding of where food comes from. Building upon the knowledge gained through class stories, rhymes, songs and games, children are given the opportunity to engage with plant-derived food products.

They can describe some links between the food they have seen growing in pictures and in school, and the food that is on their plate because they are involved in cooking that food.

I know that some of the foods which I eat come from plants.

Teacher Voice:

“As the children gain knowledge of where food comes from and how it is grown, the journey from ‘farm to fork’ is explored on a very simple level. The children benefit greatly from growing their own food, collecting this from the plants and then preparing simple snacks using a range of ingredients.”





To extend the children's knowledge and understanding of where food comes from, they are shown food in a wide range of contexts:

- Knowledge and understanding of food that comes from farms is developed through stories, non-fiction texts and interactive classroom displays.
- Plants are grown and food harvested by the children themselves.
- Trips within the local community are taken to allow the children to observe (and collect if appropriate) food grown locally.

Here the children have prepared a fruit crumble using berries that they collected earlier in the week from the area around the school. Trips like this are important, not only to develop the children's knowledge and understanding that food comes from plants, but also to help them to understand that not all fruit and berries that grow on plants are safe to eat.



Learning Intentions

Pupils will understand that some food comes from animals and some from plants.

Success Criteria

I can decide which foods come from plants and which ones from animals.

The children were given pictures of a range of food items, including yoghurt and chocolate. In groups they worked together to sort the pictures into two piles – the foods that originated from plants and the ones that were derived from animals.

Peer discussions challenged the children's thinking and supported the children to make their decisions.