**Individual Lesson Plan Format (Primary)**

**Class/Group: Primary 6 Lesson: Food Pyramids Date: 25.1.19**

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| **Previous Experience**  Learners are aware of what a healthy diet consists of | | | | |
| **Working towards outcomes of a Curriculum for Excellence**   * I understand that people at different life stages have differing nutritional needs and that some people may eat or avoid certain foods. * By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan. | | | | |
| **Responsibility of all - Literacy/Numeracy/ICT/HWB** (where appropriate): Numeracy, ICT, Health and Wellbeing | | | | |
| ***Learning Intentions*** | | ***Success Criteria*** | | |
| * Learners will be learning how to read food pyramids * Learners will be learn what makes up a healthy meal | | * Learners can explain the different levels of the food pyramid * Learners can give an example of one food in each section * Learners can create play-dough moulds of foods to represent each section of the pyramid | | |
| **Resources** | Play-dough, food pyramid charts, the white board | | | |
| **Timing** | **35 mins** | | | ***Assessment methods*** |
| 5 mins  3 mins  10 mins  15 mins  10 mins  2 mins | **Setting the context/Beginning the lesson (Introduction)**  Teacher will give a brief introduction to what a food pyramid is and what it is used for to generate discussion and get children to fit in the blanks  Learners will discuss in pairs why certain levels of the pyramid is larger/smaller in comparison and report back their ideas to the rest of the class  Learners will discuss in their groups and a member of each will use the interactive white board to divide foods into the relevant sections of the pyramid  **Teaching the learning intentions (Development)**  In their table groups, learners will be given a blank pyramid diagram and will use play-dough to create moulds to correspond with each level. The aim is to have as many examples as they can.  **Ending the lesson (Plenary)**  Learners will reflect on their own eating habits by completing an individual food pyramid, drawing on the foods and evaluating where they can improve on their healthy eating.  Share their Next Steps with their shoulder partners and contain their recordings for future evaluation. | | | Questioning  Questioning/ Peer Assessment  Observation/ Questioning  Observation/ Peer Assessment  Self-Assessment  Peer Assessment |
| **Success Criteria Results** | | | | **Next steps for the children** | | |
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| **EVALUATING MY PRACTICE** | | | | | | |
| **Going well (what worked and why?)** | | | | **Areas for development (what didn’t work and why?)** | | |
| **Next Steps for Me** | | | | | | |