

KILMACOLM PRIMARY SCHOOL AND NURSERY CLASS

'Let's Grow and Cook Together'



A 'Food For Thought' Education Scotland funded project



EARLY LEVEL FOOD AND HEALTH	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement YEAR 1	Benchmarks to support practitioners' professional judgement YEAR 2	Benchmarks to support practitioners' professional judgement YEAR 3
The Food Experience <ul style="list-style-type: none"> • Tasting, Selecting and Evaluating 	I enjoy eating a diversity of foods in a range of social situations. HWB 0-29a	<ul style="list-style-type: none"> • Eats socially with others. • Prepares and tastes a range of familiar and unfamiliar foods. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
Developing Healthy Choices <ul style="list-style-type: none"> • Linking Food and Health • Decision Making 	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	<ul style="list-style-type: none"> • 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 water should be consumed in a day. 	<ul style="list-style-type: none"> • 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 water should be consumed in a day. 	<ul style="list-style-type: none"> • 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 water should be consumed in a day.
Nutritional Needs <ul style="list-style-type: none"> • Varied Diet • Individual Needs • Stages of Life 	I know that people need different kinds of food to keep them healthy. HWB 0-32a	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

<p>Keeping Safe and Hygienic</p> <ul style="list-style-type: none"> Principles of Food, Safety and Hygiene 	<p>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</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>The Journey of Food</p> <ul style="list-style-type: none"> From Farm to Fork Sustainability Influences on Consumer Choices Preparing Food Appropriate to Learning 	<p>I explore and discover where foods come from as I choose, prepare and taste different foods. HWB 0-35a</p>		<ul style="list-style-type: none"> Describes which foods come from plants and which come from animals when working with and tasting foods. 	<ul style="list-style-type: none"> Describes which foods come from plants and which come from animals when working with and tasting foods.
<p>Food and Textile Technologies</p> <ul style="list-style-type: none"> Creativity Design Dexterity Problem Solving Developing Appropriate Items 	<p>I enjoy exploring and working with foods in different contexts. TCH 0-04a</p> <p>I can share my thoughts with others to help develop ideas and solve problems. TCH 0-04c</p>	<ul style="list-style-type: none"> Demonstrates simple food preparation techniques, for example, peeling, slicing, mixing, spreading. 	<ul style="list-style-type: none"> Demonstrates simple food preparation techniques, for example, peeling, slicing, mixing, spreading. 	<ul style="list-style-type: none"> Demonstrates simple food preparation techniques, for example, peeling, slicing, mixing, spreading. Within a food context; <ul style="list-style-type: none"> 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.

EARLY LEVEL SCIENCE	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement YEAR 1	Benchmarks to support practitioners' professional judgement YEAR 2	Benchmarks to support practitioners' professional judgement YEAR 3
<p>Planet Earth</p> <ul style="list-style-type: none"> Biodiversity and Interdependence 	<p>I have helped to grow plants and can name their basic parts. I can talk about how they grow and what I need to do to look after them. SCN 0-03a</p>	<ul style="list-style-type: none"> Explores, observes and discusses basic needs of plants and what they need to grow including water, heat, sunlight and soil. Demonstrates understanding of how plants grow from seeds. 	<ul style="list-style-type: none"> Explores, observes and discusses basic needs of plants and what they need to grow including water, heat, sunlight and soil. Demonstrates understanding of how plants grow from seeds. 	<ul style="list-style-type: none"> Explores, observes and discusses basic needs of plants and what they need to grow including water, heat, sunlight and soil. Demonstrates understanding of how plants grow from seeds.
<p>Topical Science</p> <ul style="list-style-type: none"> Topical Science 	<p>I can talk about science stories to develop my understanding of science and the world around me. SCN 0-20a</p>	<ul style="list-style-type: none"> Talks about the science they encounter in their everyday experiences. 	<ul style="list-style-type: none"> Talks about the science they encounter in their everyday experiences. Explores, through role-play, how science and science skills are used in a variety of jobs. 	<ul style="list-style-type: none"> Talks about the science they encounter in their everyday experiences. Explores, through role-play, how science and science skills are used in a variety of jobs.

EARLY LEVEL MATHEMATICS & NUMERACY	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement YEAR 1	Benchmarks to support practitioners' professional judgement YEAR 2	Benchmarks to support practitioners' professional judgement YEAR 3
<p>Number, Money and Measure</p> <ul style="list-style-type: none"> • Money 	<p>I am developing my awareness of how money is used and can recognise and use a range of coins. MNU 0-09a</p>	<ul style="list-style-type: none"> • Applies addition and subtraction skills and uses 1p, 2p, 5p and 10p coins to pay the exact value for items to 10p. (With support for the Garden Party) 	<ul style="list-style-type: none"> • Applies addition and subtraction skills and uses 1p, 2p, 5p and 10p coins to pay the exact value for items to 10p. 	<ul style="list-style-type: none"> • Applies addition and subtraction skills and uses 1p, 2p, 5p and 10p coins to pay the exact value for items to 10p.

EARLY LEVEL TECHNOLOGIES	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement YEAR 1	Benchmarks to support practitioners' professional judgement YEAR 2	Benchmarks to support practitioners' professional judgement YEAR 3
<p>Food and Textile</p> <ul style="list-style-type: none"> • Food and Textile 	<p>I enjoy exploring and working with foods in different contexts TCH 0-04a</p> <p>I can share their thoughts with others to help further develop ideas and solve problems. TCH 0-04c</p>	<ul style="list-style-type: none"> • Demonstrates simple food preparation techniques, for example, peeling, slicing, mixing, spreading 	<ul style="list-style-type: none"> • Demonstrates simple food preparation techniques, for example, peeling, slicing, mixing, spreading • Explores and identifies at least two ideas by using given resources to solve the problem • Selects an appropriate solution. 	<ul style="list-style-type: none"> • Demonstrates simple food preparation techniques, for example, peeling, slicing, mixing, spreading • Explores and identifies at least two ideas by using given resources to solve the problem • Selects an appropriate solution.

RESOURCES	BUSINESS/COMMUNITY PARTNERSHIPS
<ul style="list-style-type: none"> • 'Developing The Young Workforce - Career Education Standard' - Education Scotland • 'Food For Thought' - Education Scotland • 'Scottish Food and Health' - Education Scotland • 'Grow, Cook, Eat' - Education Scotland • 'The Scottish Food Industry' - Education Scotland • 'The Way We Grow and Catch Food in Scotland' - Education Scotland • Food Technology Benchmarks • 'Food For Life Scotland' - Soil Association Scotland • www.soilassociation.org/our-work-in-scotland (teaching resources) • 'Cookin Castle - Teacher's Guide' - Food Standards Scotland • 'Eatwell Guide' - Food Standards Scotland (www.fss-eatwellguide.scot/ & resources@fss.scot) • Foodstandards.gov.scot (teaching resources, healthy eating tutorial) • 'The Good Food Learning Resource' - RHET • On-line Cooking Demonstration with John Quigley (Red Onion restaurant) • Child friendly recipes/advice 'A Guide to Cookery Skills by Age' (www.bbcgoodfood.com) 	<ul style="list-style-type: none"> • Scottish and Southern Electricity Networks (SSE) - will help with gardening work • Central Building Contractors (CBC) - financial support to provide the school with gardening equipment • James Tindall Project • Soil Association (Kirsten Leask kleask@soilassociation.org) • The Royal Highland Education Trust (RHET) (rhetinfo@rhass.org.uk) • Chefs@School (Marie-Clare James www.scottishchefs.com) • Food Standards Scotland • Virgin Money (tbc) • Joanna and Alda Clark (Cross Cafe in Kilmacolm) • Jackie Dunn (school catering manager) • Royal Horticultural Society • Kilmacolm Horticultural Society • Parent Partnership • PTA • Jean McCredie (Home Economist)

'Let's Grow & Cook Together' - 3 Year Plan

EARLY LEVEL (Nursery & P1)

Simone McCredie

Head Teacher

September 2017