KILMACOLM PRIMARY SCHOOL AND NURSERY CLASS

'Let's Grow and Cook Together'

A 'Food For Thought' Education Scotland funded project

SECOND 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 • Tasting, Selecting and Evaluating	I enjoy eating a diversity of foods in a range of social situations. HWB 2-29a	• Uses sensory descriptors to describe foods, for example, taste, texture, appearance, smell.	• Uses sensory descriptors to describe foods, for example, taste, texture, appearance, smell.	• Uses sensory descriptors to describe foods, for example, taste, texture, appearance, smell. • Identifies, prepares and selects foods for a range of situations, for example, social, cultural, religious events.
Developing Healthy Choices • Linking Food and Health • Decision Making	By applying my knowledge and understanding of current healthy eating advice, I can contribute to a healthy eating plan. HWB 2-30a	• Explains the importance of keeping hydrated.	• Explains the proportions each food group should contribute to a healthy eating plan. • Identifies and classifies composite dishes according to the food groups, for example, lasagne, chicken stir fry. • Outlines at least three current healthy eating messages, for example, lowering salt and sugar intake. • Explains the importance of keeping hydrated.	• Explains the proportions each food group should contribute to a healthy eating plan. • Identifies and classifies composite dishes according to the food groups, for example, lasagne, chicken stir fry. • Outlines at least three current healthy eating messages, for example, lowering salt and sugar intake. • Creates a healthy eating plan which reflects current dietary advice, prepares food which contributes to it and compares plan to own diet. • Identifies simple changes or improvements to own diet. • Explains the importance of keeping hydrated.

Nutritional Needs • Varied Diet • Individual Needs • Stages of Life	I understand that people at different life stages have differing nutritional needs and that some people may eat or avoid certain foods. HWB 2-32a	• Recognises that all food and drink provides different levels of nutrients. 'Lists the five nutrient groups. • Recognises that energy is provided by carbohydrates, fats and proteins and that vitamins and minerals are required to keep the body healthy. • Explains at least three nutritional requirements at different stages of life, for example energy, protein, calcium.	• Recognises that all food and drink provides different levels of nutrients. 'Lists the five nutrient groups. • Recognises that energy is provided by carbohydrates, fats and proteins and that vitamins and minerals are required to keep the body healthy. • Explains at least three nutritional requirements at different stages of life, for example energy, protein, calcium. • Suggests why people might avoid certain foods, for example, religion, culture, allergies, medical reasons.	• Recognises that all food and drink provides different levels of nutrients. 'Lists the five nutrient groups. • Recognises that energy is provided by carbohydrates, fats and proteins and that vitamins and minerals are required to keep the body healthy. • Explains at least three nutritional requirements at different stages of life, for example energy, protein, calcium. • Suggests why people might avoid certain foods, for example, religion, culture, allergies, medical reasons.
Keeping Safe and Hygienic • Principles of Food, Safety and Hygiene	Having learned about cleanliness, hygiene and safety, I can apply these principles to my everyday routines, understanding their importance to health and wellbeing. HWB 2-33a	• Makes food items safely and hygienically, adhering to allergies, cleaning, cross contamination, cooking, chilling.	• Makes food items safely and hygienically, adhering to allergies, cleaning, cross contamination, cooking, chilling. • Identifies ways to reduce the risk of food poisoning, for example, reheating food until piping hot, safe food storage, different coloured chopping boards. • Explains the difference between Use By and Best Before dates. • Creates a risk assessment for a practical food session.	• Makes food items safely and hygienically, adhering to allergies, cleaning, cross contamination, cooking, chilling. • Identifies ways to reduce the risk of food poisoning, for example, reheating food until piping hot, safe food storage, different coloured chopping boards. • Explains the difference between Use By and Best Before dates. • Creates a risk assessment for a practical food session.

The Journey of Food • From Farm to Fork • Sustainability • Influences on Consumer Choices • Preparing Food Appropriate to Learning	When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. HWB 2-35a Through exploration and discussion, I can understand that food practices and preferences are influenced by factors such as food sources, finance, culture and religion. HWB 2-34a By investigating food labelling systems I can begin to understand how to use them to make healthy food choices. HWB 2-36a I can understand how advertising and the media are used to influence consumers. HWB 2-37a		• Describes the journey of food from source to plate for example, from the sea, farms or factories to markets, supermarkets or direct to consumer. • Creates a dish using fresh, local, seasonal ingredients and calculates food miles of key ingredients. • Identifies factors that may influence food choice, for example, religious, cultural, geographical, ethical factors.	• Describes the journey of food from source to plate for example, from the sea, farms or factories to markets, supermarkets or direct to consumer. • Creates a dish using fresh, local, seasonal ingredients and calculates food miles of key ingredients. • Compares the cost of identified ingredients to establish the most economical source. • Identifies factors that may influence food choice, for example, religious, cultural, geographical, ethical factors. • Uses different food labelling systems to select foods for a specified dietary requirement, for example, low in fat. • Identifies three methods of persuasion used by media/advertisers to influence consumers, for example, logos.

Food and Textile Technologies • Creativity • Design • Dexterity • Problem Solving • Developing Appropriate Items	I am developing dexterity, creativity and confidence when preparing and cooking food. TCH 2-04a I am developing dexterity, creativity and confidence when working with textiles. TCH 2-04b I can extend and explore problem-solving strategies to meet increasingly difficult design challenges with a food or textile focus. TCH 2-04c I can discuss, debate and improve my ideas with increasing confidence and clear explanations. TCH 2-04d	• Demonstrates an increasing range of practical skills and cooking techniques, for example, weighing and measuring, kneading, chopping, baking, grilling.	• Demonstrates an increasing range of practical skills and cooking techniques, for example, weighing and measuring, kneading, chopping, baking, grilling.	• Demonstrates an increasing range of practical skills and cooking techniques, for example, weighing and measuring, kneading, chopping, baking, grilling. • Within a food context; Investigates a challenge / problem. • Identifies and demonstrates ways to solve the challenge / problem. • Plans and reaches the solution. • Assesses solution against own criteria. • Identifies at least one possible improvement.

SECOND 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
Planet Earth • Biodiversity and Interdependence • Energy Sources and Sustainability • Processes of the Planet	I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction. SCN 2-01a I can use my knowledge of the interactions and energy flow between plants and animals in ecosystems, food chains and webs. I have contributed to the design or conservation of a wildlife area. SCN 2-02a Through carrying out practical activities and investigations, I can show how plants have benefited society. SCN 2-02b I have collaborated in the design of an investigation into the effects of fertilisers on the growth of plants. I can express an informed view of the risks and benefits of their use. SCN 2-03a I can apply my knowledge of how water changes state to help me understand the processes involved in the water cycle in nature over time. SCN 2-05a	*see First Level Benchmarks for guidance	• Classifies living things into plants (flowering and non-flowering) through knowledge of their characteristics. • Begins to construct and use simple branched keys which can be used to identify particular plants or animals.	• Classifies living things into plants (flowering and non-flowering) through knowledge of their characteristics. • Begins to construct and use simple branched keys which can be used to identify particular plants or animals • Collaborates with others to present a reasoned argument, based on evidence, of the risks and benefits of using fertilisers, demonstrating understanding of the underlying scientific concepts. • Discusses the necessity of water for life, for example, for the growth of crops, for drinking and in river formation/flow. • Demonstrates understanding of the processes involved in the water cycle.

Biological Systems • Body Systems and Cells • Inheritance	By investigating some body systems and potential problems which they may develop, I can make informed decisions to help me to maintain my health and wellbeing. SCN 2-12a By investigating the lifecycles of plants and animals, I can recognise the different stages of their development. SCN 2-14a	*see First Level Benchmarks for guidance	• Describes the function of the circulatory system (heart and blood vessels), for example, transport of food, oxygen and waste materials. • Discusses the main preventable causes of heart disease or stroke, for example, obesity, lack of exercise, smoking and high (saturated) fat diet. • Describes the function of the digestive system (mouth, oesophagus, stomach, liver, small intestine, large intestine, rectum and anus), for example, breakdown of food and absorption of nutrients, minerals and water. • Investigates and explains how a seed germinates into a plant using water, oxygen, a food store and warmth.	• Describes the function of the circulatory system (heart and blood vessels), for example, transport of food, oxygen and waste materials. • Discusses the main preventable causes of heart disease or stroke, for example, obesity, lack of exercise, smoking and high (saturated) fat diet. • Describes the function of the digestive system (mouth, oesophagus, stomach, liver, small intestine, large intestine, rectum and anus), for example, breakdown of food and absorption of nutrients, minerals and water. • Discusses some common problems of bones (for example, arthritis, osteoporosis and breaks) and how their incidence can be reduced (for example, through calcium in the diet and weight-bearing exercise)

Materials • Properties and Uses of Substances	By contributing to investigations into familiar changes in substances to produce other substances, I can describe how their characteristics have changed. SCN 2-15a		• Investigates and explains physical changes to the properties of materials which are fully and partially reversible, for example, salt dissolving in water, chocolate melting and water freezing. • Uses scientific vocabulary such as 'melting', 'freezing', 'evaporating' and 'condensing' to describe changes of state. • Observes and identifies some of the signs of a chemical reaction, for example, production of bubbles, colour/ texture change and heat given out/ taken in.	• Investigates and explains physical changes to the properties of materials which are fully and partially reversible, for example, salt dissolving in water, chocolate melting and water freezing. • Uses scientific vocabulary such as 'melting', 'freezing', 'evaporating' and 'condensing' to describe changes of state. • Investigates and records chemical changes to the properties of materials which are irreversible, for example, cooking, rusting and striking a match. • Observes and identifies some of the signs of a chemical reaction, for example, production of bubbles, colour/ texture change and heat given out/ taken in.
Topical Science • Topical Science	I can report and comment on current scientific news items to develop my knowledge and understanding of topical science. SCN 2-20b	• Demonstrates understanding of how science impacts on every aspect of our lives. • Relates the development of scientific skills in the classroom to an increasingly wide variety of science, technology, engineering and mathematics (STEM) careers.	• Demonstrates understanding of how science impacts on every aspect of our lives. • Relates the development of scientific skills in the classroom to an increasingly wide variety of science, technology, engineering and mathematics (STEM) careers.	• Demonstrates understanding of how science impacts on every aspect of our lives. • Relates the development of scientific skills in the classroom to an increasingly wide variety of science, technology, engineering and mathematics (STEM) careers.

SECOND 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
Number, Money and Measure • Money	I can manage money, compare costs from different retailers, and determine what I can afford to buy. MNU 2-09a I understand the costs, benefits and risks of using bank cards to purchase goods or obtain cash and realise that budgeting is important. MNU 2-09b I can use the terms profit and loss in buying and selling activities and can make simple calculations for this. MNU 2-09c	• Calculates profit and loss accurately, for example, when working with a budget for an enterprise activity.	• Calculates profit and loss accurately, for example, when working with a budget for an enterprise activity.	• Calculates profit and loss accurately, for example, when working with a budget for an enterprise activity.

SECOND 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
Food and Textile • Food and Textile	I am developing dexterity, creativity and confidence when preparing and cooking food TCH 2-04a I am developing dexterity, creativity and confidence when working with textiles TCH 2-04b I can extend and explore problem solving strategies to meet increasingly difficult challenges with a food or textile focus TCH 2-04c I can discuss, debate and improve my ideas with increasing confidence and clear explanations TCH 2-04d	• Demonstrates an increasing range of practical skills and cooking techniques for example accurate weighing and measuring, kneading, chopping, baking, grilling	• Demonstrates an increasing range of practical skills and cooking techniques for example accurate weighing and measuring, kneading, chopping, baking, grilling	• Demonstrates an increasing range of practical skills and cooking techniques for example accurate weighing and measuring, kneading, chopping, baking, grilling • Investigates a challenge / problem • Identifies and demonstrates ways to solve the challenge / problem • Identifies and selects appropriate resources to solve the challenge/ problem • Plans and makes the solution • Assesses solution against own criteria • Identifies at least one possible improvement

SECOND LEVEL SOCIAL SUBJECTS	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
People in society, economy and business	By experiencing the setting up and running of a business, I can collaborate in making choices relating to the different roles and responsibilities and have evaluated its success. SOC 2-22a	• Identifies the main business functions such as production, sales, marketing, and administration. • Takes a role in setting up or running a small enterprise. • Evaluates the success of the enterprise.	• Identifies the main business functions such as production, sales, marketing, and administration. • Takes a role in setting up or running a small enterprise. • Evaluates the success of the enterprise.	• Identifies the main business functions such as production, sales, marketing, and administration. • Takes a role in setting up or running a small enterprise. • Evaluates the success of the enterprise.

RESOURCES	BUSINESS/COMMUNITY PARTNERSHIPS
• '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)	• 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)

Simone McCredie Head Teacher September 2017