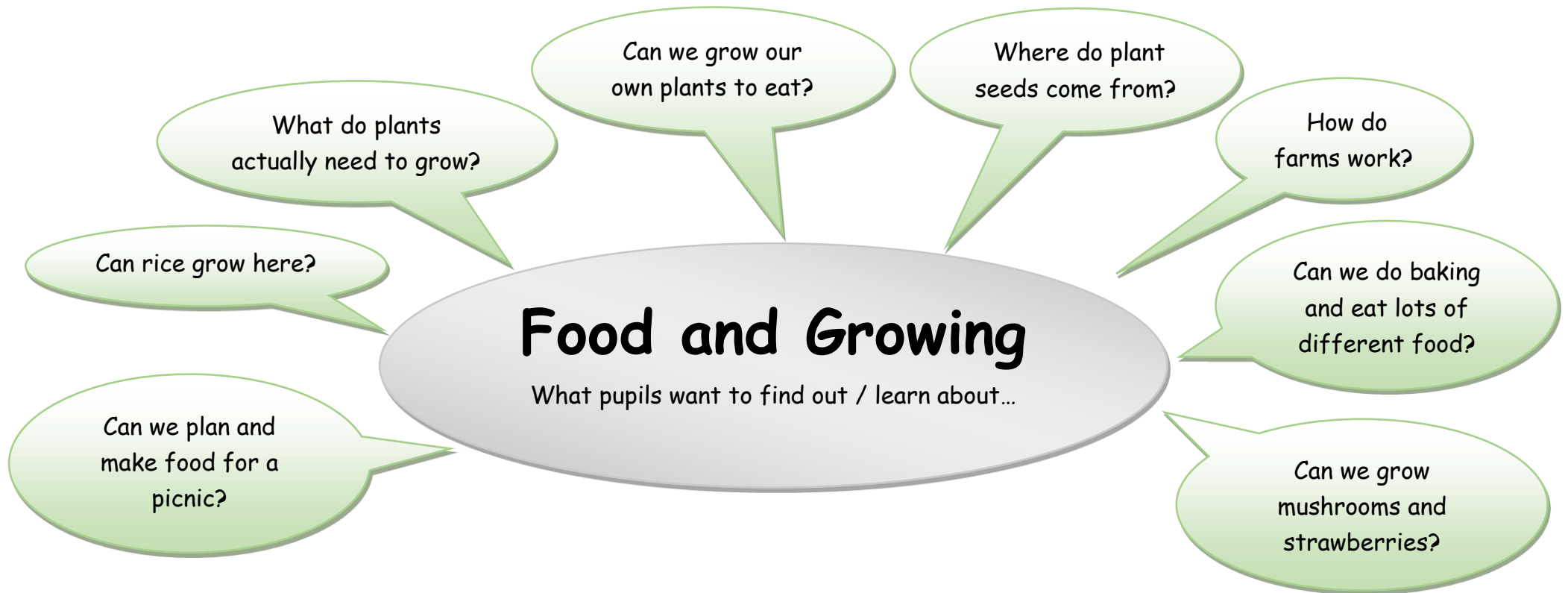


## Pupil Questions:



## Term 4 High Quality Assessment:

I can create a menu for a 'Taste of Shetland' representative - showcasing local food choices.

<b>Social Studies</b>	<b>Health &amp; Wellbeing</b>
Items selected on the menu are locally produced / available.  Menu shows where produce may come from.	The menu shows items from different food groups, creating a balanced meal.

## Literacy & English

### Listening & Talking

- I can listen and watch a demonstration of how to make bannocks.
- I can listen to visitors when they are telling me about their job and ask appropriate questions.
- I can share my opinion on why it is important to buy local produce.
- I can discuss foods I like and dislike.

### Reading

- I can read and follow a recipe to make something for my classmates to eat.
- I can explore stories with a farming and growing theme.
- I can discuss my thoughts and predictions on our class novel 'James and the Giant Peach'

### Writing

- I can write questions to ask a visiting farmer or fisherman.
- I can write a set of instructions for
  - Making a food item (recipe)
  - Starting to grow a plant from seed.
- I can write a scientific report about my plant growing experiment.
- I can write a recount after I have had a trip to a farm.
- I can create a menu for a 'Class Café' afternoon.
- I can write thank you letters to people who have helped us with our topic.
- I can write a job advert for a farmer or fisherman.
- I can keep a record of new food I have tried and what I think about it.

# Food & Growing



## Health and Wellbeing

- I can try some new and unfamiliar foods.
- I enjoy eating food with my friends and special visitors.
- I can describe foods I like and dislike.
- I can describe some basic journeys of food, e.g. bread comes from wheat.
- I know where items of food should be stored.
- I can name the different food groups. I know some of the foods that belong in these groups.
- I have explored the 'Eatwell Guide for Kids' and I am developing my understanding of what healthy food choices look like.
- I can pick appropriate foods for a situation, such as a class picnic or 'Food Friday' snacks.
- I can eat socially with my peers, using good table manners.
- I can share food politely with my friends, making sure everyone is able to eat.
- I can help make some healthy snacks.
- I can pick foods from different food groups to create a balanced meal.
- I know why it's important to drink enough water.
- I can identify how to prevent food related waste by using compost bins and reducing packaging.

## Science

- I can design and undertake an experiment to test what plants need to grow.
- I can name the different parts of a plant.
- I can document a seed germinating.
- I can grow a variety of plants.
- I know that plants produce their own seeds.

## Social Studies

- I can describe different kinds of farming - like arable, pastoral and dairy.
- I can find out where locally sourced produce comes from.
- I can use a map of Shetland to see where some local farms are in relation to me.
- I can investigate Shetland's fishing industry.
- I can try some local Shetland produce and recipes.
- I can explain the difference between foods that are grown and foods that are produced.
- I have investigated the jobs involved in providing food, such as a farmer, crofter or fisherman.
- I can look at food labels and find out where some of the food I eat comes from.
- I can trace the journey that some of the foods I eat make, from farm-to-fork.
- I am beginning to understand what the term 'food miles' means.

## Technologies

- I can take part in preparing food for our weekly snack time together.
- I am becoming more confident with simple food preparation, such as cutting, grating and peeling.
- I know about simple food hygiene - clean hands, aprons, hair back, clean surfaces, etc.
- I can handle food preparation equipment safely.