

## Why learn about food?

- Children and young people know where their food comes from
- Children and young people have a better understanding of food groups and nutrition
- Children and young people have the skills to plan and prepare nutritionally balanced meals
- Children and young people know how to store food safely
- Children and young people make better informed food choices
- Children and young people have a positive relationship with food

## What you need:

- *A variety of food related to the suggested experiences*
- *Hoops for sorting and classifying*
- *Food labels for naming food groups, fruit, vegetables, nuts, meat*
- *Cooking utensils - wooden spoon, mixing bowls, sieve, baking trays, knives, chopping boards etc.*
- *Recipe books that reflect a variety of cultures*
- *Non-fiction books on food and farming*
- *Small world farm, farmer, animals, farm buildings and fences*
- *Art materials*

### Useful websites

<https://www.gardeningknowhow.com/edible/vegetables/vgen/fruit-vegetable-plant-dyes.htm>  
<https://www.nvsuk.org.uk>  
<https://britishgrowers.org>

**Key Concepts** Classification, Choice, Health, Form, Growth

### Key Questions

- How can we describe/classify this food?
- Why do animals, including humans, need to eat?
- How is our food the same/different to the food that a [cow] eats?
- What are the healthiest food choices for humans?
- Where does our food come from?
- Why are farms and farmers important to us?
- Why is some food only for celebrations and special days, and not for everyday?

### Things to find out about

- Classifying food
- Food above the ground
- Food from below the ground
- Animals as food
- Plants as food
- Likes and dislikes
- Cultural food
- Hygiene
- Farms
- Recipes

## Possible learning experiences

**\*\* Always Risk Assess for food allergies**

- All animals, including humans, need food to survive. Talk to the children about food they like and why they think animals need to eat.
- Explore different kinds of food - fruit, vegetables, meat, nuts, fish etc.
- Explore what humans eat and what other animals eat.
- Explore and talk about where our food comes from and whether the food that humans eat is a plant or whether it is/comes from an animal e.g. chicken, bacon, eggs, cheese, flour, apples, nuts etc.
- Through small world play, talk about farms and the job of a farmer - to grow crops (arable farming) and/or to raise animals (pastoral farming). Discuss the tasks that need doing during the seasons on a farm.
- Talk about farm animals and why they are an important source of food e.g. meat, dairy.
- Compare and contrast a variety of food from the same group looking closely at its form e.g. **citrus fruits** - oranges, lemons, limes, grapefruit **pome fruits** - apple, pear, quince, crab apples
- Compare the inside and outside of plant food from the same group by cutting it in different ways e.g. vertically, horizontally, on a slant e.g. an orange, a cauliflower, a pepper
- Develop vocabulary by naming the parts of fruit and vegetables e.g. root, leaves, stem, seeds, stalk etc.
- Explore and discuss how and where the food grows - underground (root vegetables such as carrots), on/above the ground on a vine (such a melons, pumpkins) or on a tree etc.
- Closely observe and draw what they see as they look at different plant-based foods.
- Represent food in art pieces
- Use food to create art - printing, dyeing, tie-dyeing with vegetables
- Throughout the year, talk about and model healthy food choices and regularly prepare healthy snacks to share.
- Develop an awareness of the social aspect of sharing food - using the correct utensils, making enough for everyone, limit waste and re-use food when safe to do so.
- Try new or unusual foods linked to celebrations from a variety of cultures.
- Make recipes from their own and other cultures.
- Develop an independent cooking station with the continuous provision and equip it with suitable utensils and recipes.
- Develop daily routines to support hygiene around food - hand washing, cleaning surfaces and utensils, washing/safe preparation of food, storing food safely.



### Four Purposes

#### **Ambitious, capable learners**

They are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts

#### **Healthy, confident individuals**

They apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives

#### **Enterprising, creative contributors**

They express ideas and emotions through different media

#### **Ethical, informed citizens**

They engage with contemporary issues based upon their knowledge and values

### Integral Skills

#### **Creativity and innovation**

Develop curiosity and inquisitiveness

#### **Critical thinking and problem-solving**

Ask questions

#### **Personal effectiveness**

Confidence and self-esteem

#### **Planning and organising**

Decision Making

## What Matters

### **Expressive Arts**

Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals. Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.

### **Sci-Tech**

Being curious and searching for answers is essential to understanding and predicting phenomena. The world around us is full of living things which depend on each other for survival.

### **H&WB**

Developing physical health and well-being has lifelong benefits. Our decision-making impacts on the quality of our lives and the lives of others.

### **Humanities**

Events and human experiences are complex, and are perceived, interpreted and represented in different ways.

### **LLC**

Understanding languages is key to understanding the world around us.

## Descriptions of learning

I can explore and experiment with a variety of creative techniques, materials, processes, resources, tools and technologies.  
I can imitate established artistic techniques in the creation of my own work.

I can explore the environment, make observations and communicate my ideas.  
I can recognise that plants and animals are living things which grow.

I am beginning to make connections between my diet and my physical health and well-being.  
I can make decisions based on what I like and dislike.

I can form and express simple opinions about my likes and dislikes.

I can talk about what I hear, read or see and express simple opinions.