

Getting in Shape : Early Stages

HEALTH AND WELLBEING

1. WHAT DO YOU EAT ?

Food and Health - Nutrition

HWB O-30a

Fruits and vegetables investigated through the use of the senses.

Sample fruit and vegetables and describe different tastes.

Encourage a positive attitude towards trying new foods.

Discuss why pupils are given milk and fruit each day.

2. WHY DO WE EAT ?

Food and Health – Nutrition

HWB O-30a

Identify foods and fluid that :

- give energy
- assist growth
- help us stay healthy and protect us from disease
- are vital for life.
- which foods are considered healthier? e.g. brown or white bread: which costs more?

Food and Health – Food and the Consumer

HWB 1-37a

Select and discuss advertisements that identify people as 'energetic' and advertisements that describe food as providing energy.

Investigate personal likes and dislikes, and compile a class graph of popular food and drink choices. Link this to a balanced diet and the influence of the media on food choice.

3. WHERE DOES OUR FOOD COME FROM?

Food and Health – Food and the Consumer

HWB O-35a

Investigate the processes from farm to plate for some common farm products. Discuss which parts of the plants / fruits are eaten and how they are used in food preparation.

4. A BALANCED SUSTAINABLE LIFESTYLE

Physical Education, Physical Activity & Sport -

Physical Activity & Sport

HWB O-25a

Taking part in daily activities: parachute games, co-operative games.

Food and Health – Nutrition

HWB 1-30a

- develop the idea of a balanced diet and awareness of food choices
- investigate how food choices impact on our bodies:
- teeth
- skin, hair and nails
- lack of water and nutrients

SCIENCES

1. WHAT DO YOU EAT ?

Materials – Properties and Uses of Substances

SCN 1-15a SCN 1-16a

Dissolving: - discover which foodstuffs dissolve in water.

Investigate how to get flour from wheat.

3. WHERE DOES OUR FOOD COME FROM ?

Planet Earth – Biodiversity and Interdependence

Consider plants as a source of food: their requirements for growth.

Investigate crops grown on a farm:

- which part of the crop do we eat ?
- where the crop grows (above / below ground; on a bush / tree)

NUMERACY AND MATHEMATICS

1. WHAT DO YOU EAT ?

Number, Money, Measure – Estimating and Rounding

MNU O-01a

Number, Money, Measure – Number and Number Processes

MNU O-02a MNU O-03a

Count out ingredients whilst baking and cooking.

Create a fruit kebab. Count and order fruits and vegetables.

Print with fruit for pattern and sequence.

Information Handling – Data and Analysis

MNU 1-20a) MNU 1-20b

Collect and interpret data about healthy eating and living :

- most popular fruit / vegetables

- favourite food

- favourite snacks

- time of day when fruit is eaten.

A similar data collection could be done for physical differences.

Sort and classify fruit / vegetables according to :

shape, texture, colour, weight

3. WHERE DOES OUR FOOD COME FROM?

Number, Money, Measure – Estimating and Rounding

MNU O-10c

Grow food: develop a sense of time through growing plants - awareness of the slower pace of the seasons.

4. A BALANCED SUSTAINABLE LIFESTYLE

Number, Money and Measure – Estimation and Rounding

MNU 1-01a

Within a shopping context i.e. Shop / Café / Other .

Mass: Ordering food, according to weight. Begin by weighing in non-standard units e.g. an apple weighs 30 Lego bricks. Introduce weighing in standard units of measurement e.g. for cooking.

Length: Order food according to length. Measure in non-standard units e.g. dried spaghetti measured by cubes. Estimate and measure food in standard units. Convert centimetres into millimetres.

SOCIAL STUDIES

1. WHAT DO YOU EAT ?

People, Place and Environment

HWB O-36a

Prepare and discuss some favourite foods :

- explore reasons for choices made
- frequency of eating/buying
- describe smell, taste and texture
- explore how we can encourage a healthy diet

2. WHY DO WE EAT ?

People, Past Events and Societies

SOC 1-02a

Consider reasons for the changes in lifestyle of parents / grandparents.

Did grandparents eat a lot of sugar? What effect did it have?

3. WHERE DOES OUR FOOD COME FROM ?

People, Place and Environment

SOC 1-09a

Investigate how common foods are produced. Examine food which has been transported from abroad e.g. packaged and canned foods.

Consider developing links with a partner school.

HWB O-35a

Look at common products from the farm.

LITERACY AND ENGLISH

1. WHAT DO YOU EAT ?

Writing – Organising and Using Information

LIT 1-25a LIT 1-26a

Write reports explaining the 5 main food groups- include the need for hygienic and safe cooking.

Write captions for, and then sequence a recipe e.g. making pizza, carrot cake, bread or other food. Design a poster to encourage the eating of fruit and vegetables.

2. WHY DO WE EAT ?

Writing – Creating Texts

ENG 1-31a

Writing poems such as acrostic, shape or senses.

A shape poem in this case is one about the shape, smell, taste, look and feel of a piece of fruit. Pupils can present this in the shape of their chosen fruit.

A senses poem is where pupils collect words to describe a piece of fruit and relate these words to each of the senses for compilation in a simple poem.

3. WHERE DOES OUR FOOD COME FROM ?

Writing – Organising and Using Information

LIT1-25a LIT1-26a

Looking after plants in the classroom:

Chart the progress of plants using a digital camera. Compare the progress of plants which have been well looked after with those which have not received all that they need to thrive. Draw diagrams to chart the life cycle of a plant; consider appropriate language for these processes.

Grow food such as a lettuce, peas. Visit the surrounding area to see where potatoes are grown.

TECHNOLOGIES

3. WHERE DOES OUR FOOD COME FROM ?

Food and Textiles Contexts for Developing Technological Skills and Knowledge

HWB O-36a

How familiar farm products are made e.g. milk, cheese, yoghurt.

HWB 1-36a

Visit a farm to see which animals are kept and investigate diet, shelter; consider why they are kept, and compare with pets.

ENTERPRISE

SUSTAINABLE DEVELOPMENT EDUCATION

INTERNATIONAL EDUCATION

EXPRESSIVE ARTS

1. WHAT DO YOU EAT ?

Art and Design

EXA 1-02a EXA 1-03a

Draw, paint, model and construct fruit / vegetables from observed objects either whole or cut.

Compile a collage of advertisements to make a fruit and vegetable stall.

2. WHY DO WE EAT ?

Art and Design

EXA O-05a EXA 1-05a

Using simple materials for modelling, pupils construct objects relating to their home e.g. fruit, vegetables, and the containers for these.

Experiment drawing and painting objects within objects e.g. fruit in a bowl to promote awareness of space (lesson from 'Borders Pack' Level A class P2 lesson plan no.4 - colour mixing fruit in bowl).

A printed pattern using fruit or vegetables.

Pupils design a poster to promote a favourite fruit, vegetable, meal, or to eat '5 a day'.

Construct a collage of a market scene. Background tables drawn on paper provide the 'prop' for fruit and vegetables from magazines to be adhered. Tackle individually, in pairs or in groups.

Construct 3D bowl made from clay or papier mache with the addition of fruit made from salt dough, clay or plasticine.

3. WHERE DOES OUR FOOD COME FROM?

Art and Design

EXA O-02a

Create images and objects in response to fruit and vegetables observed and experienced, or from fantasy and imagination.

EXA O-05

Design a new type of fruit or vegetable or a combination of both e.g. orange-cumber, brussel-berry. These can be made, drawn or painted.

4. A BALANCED SUSTAINABLE LIFESTYLE

Music

EXA O-17a

Classify sounds / instruments, e.g. metallic, wooden, paper and plastic: everyday packaging for food.

Make a sound tape of everyday sounds e.g. running water, frying sausages, and boiling an egg; use as a quiz.

Drama

EXA 1-14a

Use a dressing up box - shop / market / café.

Act out simple characters and familiar situations e.g. going to the restaurant or shop; look at the jobs staff do.

RELIGIOUS AND MORAL EDUCATION

2. WHY DO WE EAT ?

World Religions Selected for Study - Practices and Traditions

RME 1-06a

Look at the dishes and special artefacts used at festivals and explain how they are used. Pupils should be aware that these objects are special to a particular religion e.g. Diwali, Eid, Ramadan.



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