



# Leader's guide



**Pre- school**

This guide supports the 10 downloadable sessions for 3-5 year olds on the *Food – a fact of life* website [www.foodafactoflife.org.uk](http://www.foodafactoflife.org.uk)

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## Welcome

This guide and the 10 downloadable pre-school sessions on the *Food - a fact of life* website have been developed to help young children learn about healthy eating and cooking. The sessions are designed to be practical and enjoyable, and teach children important food related messages and skills.



## Who are the sessions for?

This leaders' guide and the 10 downloadable sessions are for practitioners working with children aged between 3-5 years. Practitioners may include nursery leaders, Foundation Stage/Phase, Early years or Pre-school teachers, child minders and parents/carers.

## What's in this leaders' guide?

Information on the following areas is available in this guide:

- Setting up a cooking session
- Sample permission letter
- Tempting children to taste food
- Producing a food policy
- Sample food policy
- Healthy eating for age 0-5 years
- Engaging and supporting parents/carers
- UK curriculum links
- Sources of further information

All the information in this guide has been presented as bulleted lists. This is to try and make the information as clear and easy to use as possible.

## The 10 session

These are designed for practitioners to use with children. Each session is based around a different dish for a meal occasion, e.g. Super smoothie, Brilliant bread. In each session the children will develop knowledge and skills based around that dish. The 10 sessions can be taught in a block over two weeks or individually over a period of time. However the sessions are delivered, it is recommended that they are taught in order, as they have been planned to build skills progressively.

## What's in a session?

Each session comprises 5 sheets which contain the following:

- Session overview - a short paragraph giving the practitioner an overview of the session and a table showing the key healthy eating messages and cooking skills which will be taught in the session.
- Listen and respond – guidance on how to introduce the session and deliver the key messages.
- Have a go – outlines a practical activity for a small group of children. This is related to the Listen and respond input.
- Consolidate – suggests a follow up activity to reinforce what the children have been learning. This might be a cards activity from the pack or an activity suggestion.
- At home – refers to a task to be sent home with the children.
- Pre 3 – suggests activities for under 3s.

## **Recipes**

Each session comes with a simple recipe. The recipes have been designed to serve 4 children, as this is the size of the cooking group suggested in the session plans. It is a good idea to laminate the recipes so they can be wiped clean after a cooking session.

## **Cards**

Each session comes with a set of colourful cards which are designed for discussion, display or to form an activity. It is a good idea to laminate the cards for durability.

## **At home**

Each session comes with a letter to parents/carers. The letter explains what the children have been learning and suggests an activity which might be tried at home. Activities include trying recipes, keeping diaries and finding foods in shops or supermarkets. These letters are intended to keep parents/carers informed and involved in their child's education.

## **Curriculum links**

Curriculum links for each session for England, Northern Ireland Scotland and Wales can be found at the towards the back of this guide.

## **Getting started**

- Read through this guide and look at the resources included, e.g. 'Producing a food policy'
- Download the session resources and read them through.
- Look at the curriculum links for your UK country.
- Plan how you will use the sessions, e.g. in a block of two weeks or over a longer period.
- Prepare resources you will use, e.g. cut out and laminate card activities.
- Plan how you will obtain and store ingredients and equipment for the sessions.
- Send permission letters home to parents and carers to check for food allergies, intolerances and other reasons which may prevent children from handling or tasting foods.
- Brief other adults who might be supporting you. Explain what you are trying to achieve and how you want the children to be taught different food skills.



### Session overview

This grid shows the name of each session, the meal occasion it links to and what the children will make.

Session		Occasion	Children's activity
1	Super smoothie	Breakfast	Make a smoothie
2	Tasty toast	Breakfast	Add different toppings to toast
3	Delicious dips and dippers	Snack	Make a dip and present it with dippers
4	Scrummy scones	Snack	Make scones
5	Perfect plant salad	Meal	Make a coleslaw style salad to top a jacket potato
6	Picturesque pizza	Meal	Add pizza toppings to ready made bread bases
7	Fabulous fruit salad	Dessert	Make a fruit salad
8	Great green soup	Light meal	Make a simple soup
9	Pleasing pasta	Meal	Make a cold pasta salad
10	Brilliant bread	Meal Accompaniment	Make bread rolls

## Setting up a cooking session

To ensure all food sessions are safe and enjoyable, it is essential to plan properly before hand. The following checklists are designed to help practitioners organise safe sessions.



### First steps:

- Check if your establishment has a food policy you need to follow. If not, it would be a good idea to think about writing one. For guidance on producing a food policy go to page 10.
- Send a parent/carer permission letter home to check for allergies, religious or cultural reason why children may not be able to taste or handle a particular food. For a sample permission letter, see page 8.
- If you will be assisted by other adults in this session, ensure they are fully briefed on how you want the session run, e.g. messages you want to get across to the children, food safety, how the equipment should be used, how to demonstrate best practice.

### Cooking area:

- Ensure the space to be used for food work is clear and uncluttered.
- Clean any surfaces to be used for food preparation and then wipe them down with anti-bacterial spray. You could cover tables with plastic table cloths. These will also need to be wiped with anti-bacterial spray.
- Make sure there is a sink with hot and cold water where you and the children can wash your hands before, during and after handling food.
- Ensure that a rubbish bin is provided.

### Ingredients:

- Plan the ingredients you will need for the session. What do you need? Who will buy them? Where do they need to be stored once they have been bought? Check all 'use by' and 'best before' dates to make sure the food will be safe to use in the session.
- Wash fresh fruit and vegetables before the session, unless this is a teaching point and you want the children to do it during the session.
- If you are pre-cooking any food before a session, plan to do this on the same day the food will be prepared and eaten. Ensure pre-cooked food is stored correctly. For example, pasta for pasta salad can be cooked, cooled with cold water and then stored in a covered container in the fridge until later the same day.
- If you have any children with intolerances or allergies to particular foods, remember to check all food packaging to ensure any foods to be used do not contain these ingredients. For more information on allergy and intolerance, go to page 13.

- Some foods may need to be partly prepared or measured out before the session. Plan how and when this will be done, and where these foods will be stored.
- Just before the session, ensure all the ingredients needed for demonstrating are prepared and place them on a tray.

#### Equipment:

- Make sure all the equipment to be used is clean and in good working order.
- Children's hands are smaller than adults – so check that equipment is an appropriate size.
- Ensure all the equipment needed for demonstrating is ready and place it on a tray.
- Use clear containers when demonstrating so children can see what is happening.
- Avoid glass bowls and measuring jugs, just in case they are broken.

#### Leader

- Ensure that you are confident and competent to demonstrate the skills and recipe. It is a good idea to have a go at home before the session. Remember, you will be the role model and need to demonstrate good practice.
- Make sure children are able to see what you are doing when you demonstrate different skills. Can all the children see what you are doing?
- Before you begin any demonstrations, talk through what you are doing to prepare yourself to cook. This should include the following:
  - Remove any jewellery – this is to prevent it falling into the food or bacteria trapped under jewellery, such as rings and watches, coming into contact with food;
  - Tie back long hair – this is to prevent hair falling into the food or needing to be touched and transferring bacteria onto hands;
  - Roll up long sleeves – this is to stop clothing dangling into food;
  - Put on an apron – this is to prevent any contaminants transferring from clothes into food and also keeps clothes clean;
  - Wash and dry hands carefully – hands must be washed thoroughly with warm water and soap. Drying your hands properly is equally as important as warm, damp hands are an ideal breeding ground for bacteria.

**Sample permission letter**

Name of setting  
Address of setting

Dear Parent/Carer

I am writing to let you know that your child will be doing some food activities to support their learning and development. We will be tasting and cooking with a variety of ingredients, all of which will be suitable for the children.

I would be grateful if you would complete and return the consent form below by \_\_\_\_\_.

Please do not hesitate to contact me if you would like to discuss this further.

Best wishes

(Your name)

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Child's name: \_\_\_\_\_

I give/do not give permission for my child to take part in tasting food and cooking activities.

My child has an intolerance/is allergic to the following ingredients:

My child cannot eat the following foods due to our religious/cultural belief:

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

## Tempting children to taste food

When running a tasting session with children, make it a positive experience. Be encouraging and enthusiastic. Explain clearly how the session will work and that it is good to try new things so we can find out what we like. Tell children that if they find they can't swallow a particular sample, they can quietly remove it from their mouths with a piece of kitchen paper and throw it away. Praise those children who are willing to try samples and partner them with those less willing. Do not force children to eat any of the foods, just provide encouragement.



Here are some top tips to help you deliver successful tasting sessions:

- Prepare tasting samples hygienically and cut into small sample sized pieces.
- Ensure all the children have their own plate (this can be paper) to serve their samples onto or to rest partly eaten foods they are tasting.
- Ensure water is available for the children so they can clean their pallets while sampling.
- Have some kitchen paper available in case children need to remove food from their mouths.
- Make sure there is a bin available to dispose of waste.
- Ensure foods are served with one spoon and children have a spoon of their own to eat the served food with. Do not allow children to put the spoon they have eaten from back into the food.
- Explain to the children how the tasting session works and how to use their senses to explore the food.

For reluctant tasters:

- Show children a new food a few times before you ask them to taste it.
- Put new foods with familiar foods they like, e.g. a new fruit in familiar yogurt.
- Taste the food with the children.
- Offer one new food at a time.
- Choose brightly coloured foods with mild flavours and interesting textures.
- Give foods special names, e.g. calling broccoli 'mini trees'.

## Producing a food policy

### Do you have a food policy?

A food policy is a shared, evolving document for all people that interact with your pre-school setting.



### Benefits of a food policy

A food policy enables your setting to develop, share and maintain a philosophy on all aspects of food and drink. It makes a public statement which demonstrates how your setting cares for and makes a positive contribution to the health and wellbeing of children, staff and others.

A food policy:

- Sets out a co-ordinated approach to food and drink;
- Ensures equality of access and participation for all;
- Reinforces appropriate messages relating to food and drink, e.g. ensuring consistency between what children learn about food and what they eat;
- Engages the entire community in working towards a common goal, e.g. children, staff, parents/carers, caterers and community partners;
- Ensures greater sustainability through planned action as part of the settings' development plan, including provision for resourcing and staff training to meet its aims;
- Communicates your setting's shared vision, ethos and values to children, staff, parents/carers, and others (including the wider community).

### 1. Getting started

- Identify the perceived benefits.
- Discuss the concept of a food policy with stakeholders, e.g. staff, caterers, senior management, governors.
- Create a working group to start the initial development and appoint a lead person.
- Establish a rationale for the policy, i.e. why do you want one?
- Establish the remit for the policy, i.e. what would you like to achieve?

### 2 Conduct an audit

- Conduct an audit of food and drink provision across the whole setting, e.g. what the children learn about food and drink, what they prepare and the meals and drinks provided. This will give a clear indication of the prevalence of healthier food and drink in school. It will also act as a baseline, from which progress can be monitored at a later date.
- Review and publish the results.
- Decide on the needs and priorities of your setting. Tease out good areas and those in need of improvement.
- Start to formulate aims and objectives for your policy, based on these priorities.
- Establish targets/success criteria.

### 3 Draft a food policy

- Nominate a group member to write a draft, in line with the audit results and establishment vision. (See the Sample food policy on page 12 for one idea of layout.)
- Try to keep the policy tight, set realistic goals and decide who is responsible for implementing and monitoring each aspect, i.e. what it means in practice, where,

how, when and by whom it will be done.

- Allow group members to provide constructive feedback on this draft.
- Modify draft and print copies ready for consultation.

#### **4 Consult on the draft policy**

- Make the draft food policy available to everyone who interacts with your setting, e.g. through a notice in the foyer, in the newsletter.
- Set a deadline for the consultation process, along with details that all comments should be returned to a named individual, e.g. the secretary.
- Although general feedback is welcome, consideration should also be given to writing a brief questionnaire to help people provide their comments.
- At the end of the consultation period, compile responses to the draft policy.
- Review and consolidate comments received.

#### **5 Modify draft policy in light of the consultation**

- Analyse the comments you receive and modify the food policy in light of the consultation.
- Give consideration to each aspect of feedback, e.g. what is perceived as good or bad?
- Get the senior management team and/or governors to sign-off.
- Produce the food policy.

#### **6 Disseminate the food policy**

- The policy should be widely circulated in different formats, e.g. a flyer of the key issues could be produced for parents/carers, inclusion in prospectus.
- A series of displays could be produced, highlighting different aspects of the policy, e.g. healthy eating, fruit and vegetables.
- Ensure those with responsibilities for implementation and monitoring understand what they have to do.
- Let everyone know that the food policy is a group effort - empowering the setting to make a difference to the health of all.

#### **7 Implement your food policy**

- Put the food policy into action – don't let it sit in a folder!
- Let people know what is expected from them in the food policy.
- Ensure that training and resources identified in the food policy are provided.
- Show how the policy is being implemented - celebrate your successes.

#### **8 Monitor, evaluate and refresh policy**

- Review your policy annually, you may need to set new targets or priorities.
- Assess your policy, a further audit of provision may be necessary.

This information on producing a policy has been adapted from the Food in Schools Toolkit.

## **Sample food policy**

Pre-school setting: XXXXXXXXX

Date of food policy: XX/XX/XX

Date of next review: XX/XX/XX

This document is freely available to the entire community this setting. It has also been made available in our newsletter, website and prospectus.

### **Aim**

To ensure that all aspects of food and nutrition in our nursery promote health and wellbeing of children, staff and visitors to our school.

### **What do we want to achieve?**

- Review what we teach to ensure information relating to food and nutrition is consistent and up-to-date.
- Work with the caterer to trial a healthy breakfast club, serving a limited range of items.
- Establish a food week in the summer to promote healthy eating and drinking messages.
- Set up a toddlers and parents/carers cookery club.

### **How are we going to meet our objectives?**

- Discuss at management meetings.
- Audit the food based topics that are taught to all the children.
- Breakfast: Work with caterer on a menu of breakfast options for a reasonable cost.
- Food week: Hold several team meetings to plan the week.
- Talk to parents/carers about the cookery club, finding out good times/days, as well as what they would like to make.

### **How do we know our objectives are being met?**

- Report on progress to a staff meeting and review policy annually in light of improvements and changes.
- Curriculum: Look at the activities taught and observe sample of sessions.
- Breakfast: School caterer to report on number of children using service. Ask children, parents/carers and workers their thoughts about the club and the range of food provided.
- Food week: Display of photographs for parents' evening.
- Extra-curricular: Club recipe book produced and reports (photographs) posted on nursery website.

### **Notes**

- This policy document was produced in consultation with the entire nursery community, including children, parents/carers, staff, governors, LA representatives, community dietitian and local Healthy Schools representative.
- This school actively supports healthy eating and drinking throughout the school day.

## Healthy eating for age 0 – 5 years

From weaning to the age of five years old, children grow extremely quickly and are very active. Because of this, it is important to ensure that their diet is healthy, balanced and meets their requirements for energy and nutrients.



Pre-school children also have small stomachs and relatively under-developed guts which prevents them from consuming large quantities of food at a time and causes harmless bowel problems. They also have variable appetites, related to fluctuations in growth rates and levels of physical activity.

While healthy eating guidelines for adults and older children are not wholly appropriate for pre-school children, especially those under two years old, they can be used to shape the diet from an early age so there is a gradual progression towards healthy eating as the child gets older.

Pre-school children need small frequent meals and snacks throughout the day. A wide range of foods should be eaten to ensure that nutrient requirements are met. For ideas of suitable meals and snack for young children see page 14.

## Allergy and intolerance advice

Although food allergies and intolerances are still relatively rare, some children do suffer from adverse reactions to foods in particular, nuts, wheat (and gluten) and milk (which may be cow's milk allergy or lactose intolerance). Sometimes these foods can cause pain and discomfort, sometimes the reaction can be life threatening. Therefore it is crucial that children who suffer from food allergies and intolerances do not come in to contact with the culprit foods. All staff should be aware of which children suffer from an allergy or intolerance and of the policy regarding first aid and administering medication.

Care must be taken in preparation and serving of food not to cross-contaminate with food being served to others. The labels of any processed foods that are used in cooking or served to children should be checked for allergy advice. Never guess or assume which foods can be given instead and which should be avoided. Always ask for written confirmation from the parent or carer of the child.

If you think a reaction has occurred as a result of eating a culprit food, seek medical advice immediately.

## Portion sizes

The appetites of children aged 1 to 4 years vary considerably. It is important that the meals and snacks provided for children satisfy their needs and fill them up. Although there are no strict recommendations for portion sizes for this age group, there is some guidance on portion sizes for fruit and vegetables. A portion equates to 40g, see [www.5aday.nhs.uk](http://www.5aday.nhs.uk) for more information. The Caroline Walker Trust provides some guidance on portion sizes for 0 – 5 year olds in the report *Eating well for under-5's in child care*, visit [www.cwt.org.uk](http://www.cwt.org.uk) for further information.

### **What this means in a day**

Some examples of the types of foods that could be given to children under the age of 5 are provided below:



#### **Breakfast**

- Porridge with sliced banana or chopped fruit
- Wholegrain breakfast cereal with milk
- Full fat yogurt or fromage frais with chopped fruit (fresh, dried or canned)
- Wholegrain or white toast with spreads and toppings such as low sugar jams, yeast extract, soft cheese, reduced sugar and salt baked beans or scrambled eggs.

#### **Mid-morning snack**

- Hummus and carrot sticks
- Mashed avocado with breadsticks
- Cheese and crackers
- Fruit scone
- Scotch pancake
- Chopped fresh fruit
- Fromage frais with dried fruit
- Oatmeal biscuits with a glass of milk
- Toasted teacake
- Unsalted popcorn

#### **Lunch**

- Vegetable and bean soup with crusty rolls
- Tuna pasta bake
- Pasta with tomato and vegetable sauce
- Spaghetti bolognaise
- Cottage or Shepherd's pie
- Meat or vegetable lasagne
- Chicken or vegetable curry with rice
- Beef Hot Pot
- Macaroni cheese
- Baked potato with fillings: tuna, coleslaw, baked beans and grated cheese
- Cauliflower cheese
- Salmon fishcakes with sweet potato wedges and salad

#### **Afternoon snack**

- Malt loaf
- Sandwiches with cheese, ham, tuna, chicken, egg, hummus, and salad
- Toasted English muffins or crumpets with spread and soft cheese or fish pate
- Pizza slices
- Pitta pockets with various fillings
- Beans or sardines on toast

## Engaging and supporting parents/carers

When parents/carers and practitioners work together, the results have a positive impact on children's development and learning. Here are some tips to help foster good relationships:



- Be aware that all families are different and children may live with one parent, or a relative or carer.
- Be aware that some parents/carers may not be able to speak the language spoken in your setting and this may make them reluctant to approach you.
- Be welcoming and approachable to parents/carers entering the setting.
- Initiate conversation with parents/carers about their child, show them examples of their child's work.
- Encourage parents/carers to talk to you about any concerns they have regarding their child.
- Ensure displays in your setting show positive attitudes to disability, and ethnic, cultural and social diversity.
- Let parents know what activities their children do in the setting, e.g. send letters home, hold achievement assemblies, display photographs and work.
- For busy parents/carers, ask them to let you know their preferred time and method of contact, e.g. phone, email, letter.
- Let parents/carers know what they can do at home to support their child's learning.
- Invite parents/carers to review their children's progress regularly.

### Parents/carers and food:

- Food events are a great way to involve parents/carers in their child's education. You could host a tea party or an international feast with parents providing recipes for dishes, e.g. food from around the world.
- You could ask parents/carers to come in and help you with food activities. (Remember, they must be thoroughly advised before the session. You should check your school's policy on visitors working with children.)
- Provide parents/carers with information about the meals the caterers provide and what their children have eaten during their time in the setting.
- If parents/carers provide their children with snacks to be eaten in the setting, ensure these adhere to the food policy. Provide parents/carers with information about food which is suitable to be bought into the setting.

<p>1 Super smoothie</p>	<p><b>Physical Development</b> Recognise the importance of keeping healthy, and those things which contribute to this.</p> <p><b>Communication, Language and Literacy</b> Sustain attentive listening, responding to what they have heard... Extend their vocabulary...(peel, break, pour)</p> <p><b>Personal, Social and Emotional Development</b> Work as part of a group or class, taking turns and sharing fairly... Dress and undress independently and manage their own personal hygiene.</p>
<p>2 Tasty toast</p>	<p><b>Physical Development</b> Recognise the importance of keeping healthy, and those things which contribute to this. Handle tools, objects, construction and malleable materials safely and with increasing control.</p> <p><b>Communication, Language and Literacy</b> Sustain attentive listening, responding to what they have heard... Extend their vocabulary... (spread, slice, chopping board, smooth, bitty)</p>
<p>3. Delicious Dips and Dippers</p>	<p><b>Physical Development</b> Recognise the importance of keeping healthy, and those things which contribute to this.</p> <p><b>Communication, Language and Literacy</b> Sustain attentive listening, responding to what they have heard... Extend their vocabulary...(snip, scoop, mix, attractive)</p> <p><b>Personal, Social and Emotional Development</b> Work as part of a group or class, taking turns and sharing fairly...</p> <p><b>Problem Solving, Reasoning and Numeracy</b> Say and use number names in order in familiar contexts. Talk about, recognise and recreate simple patterns.</p>
<p>4 Scrummy scones</p>	<p><b>Knowledge and Understanding of the World</b> Investigate objects and materials using all of their senses as appropriate. Select the tools and techniques they need to shape, assemble and join the materials they are using.</p> <p><b>Communication, Language and Literacy</b> Sustain attentive listening, responding to what they have heard... Extend their vocabulary...(types of equipment, rub-in, press, cut-out, soft, cheesy)</p> <p><b>Personal, Social and Emotional Development</b> Work as part of a group or class, taking turns and sharing fairly...</p>
<p>5 Perfect plant salad</p>	<p><b>Knowledge and Understanding of the World</b> Find out about, and identify, some of the features of living things, objects and events they observe.</p> <p><b>Communication, Language and Literacy</b> Sustain attentive listening, responding to what they have heard... Extend their vocabulary...(grate, snip, spoon, mix)</p> <p><b>Physical Development</b> Handle tools, objects, construction and malleable materials safely and with increasing control.</p> <p><b>Personal, Social and Emotional Development</b> Work as part of a group or class, taking turns and sharing fairly...</p>

<p>6 Pictureque pizza</p>	<p><b>Knowledge and Understanding of the World</b> Find out about, and identify, some of the features of living things, objects and events they observe. (Pizza from Italy.)</p> <p><b>Communication, Language and Literacy</b> Sustain attentive listening, responding to what they have heard... Extend their vocabulary...(base, topping, grate, snip)</p> <p><b>Physical Development</b> Handle tools, objects, construction and malleable materials safely and with increasing control.</p> <p><b>Personal, Social and Emotional Development</b> Work as part of a group or class, taking turns and sharing fairly...</p>
<p>7 Fabulous fruit salad</p>	<p><b>Knowledge and Understanding of the World</b> Investigate objects and materials by using all of their senses as appropriate.</p> <p><b>Communication, Language and Literacy</b> Sustain attentive listening, responding to what they have heard... Extend their vocabulary...(types of fruit, peel, slice, mix)</p> <p><b>Physical Development</b> Handle tools, objects, construction and malleable materials safely and with increasing control.</p> <p><b>Personal, Social and Emotional Development</b> Work as part of a group or class, taking turns and sharing fairly...</p>
<p>8 Great green soup</p>	<p><b>Physical Development</b> Recognise the importance of being healthy, and those things which contribute to this. Handle tools, objects, construction and malleable materials safely and with increasing control.</p> <p><b>Communication, Language and Literacy</b> Sustain attentive listening, responding to what they have heard... Extend their vocabulary...(types of vegetable, soup)</p> <p><b>Personal, Social and Emotional Development</b> Work as part of a group or class, taking turns and sharing fairly...</p>
<p>9 Pleasing pasta</p>	<p><b>Knowledge and Understanding of the World</b> Look at similarities, differences, patterns and change.</p> <p><b>Communication, Language and Literacy</b> Sustain attentive listening, responding to what they have heard... Extend their vocabulary...(types of pasta, tube, twist, flat)</p> <p><b>Physical Development</b> Handle tools, objects, construction and malleable materials safely and with increasing control.</p> <p><b>Personal, Social and Emotional Development</b> Work as part of a group or class, taking turns and sharing fairly...</p>
<p>10 Brilliant bread</p>	<p><b>Knowledge and Understanding of the World</b> Investigate objects and materials by using all of their senses as appropriate.</p> <p><b>Communication, Language and Literacy</b> Sustain attentive listening, responding to what they have heard... Extend their vocabulary...(types of bread, knead, shape)</p> <p><b>Physical Development</b> Handle tools, objects, construction and malleable materials safely and with increasing control.</p> <p><b>Personal, Social and Emotional Development</b> Work as part of a group or class, taking turns and sharing fairly...</p>

**Northern Ireland** - curriculum links

These curriculum links have been taken from the Foundation Stage curriculum. Consideration has also been given to Curricular Guidance for Pre-School Education.

*NB: Italics show examples provided in the curriculum.*

<p>1 Super smoothie</p>	<p><b>Personal Development and Mutual Understanding</b> Pupils should be enabled to explore the importance of keeping healthy and how to keep safe in familiar and unfamiliar environments.</p> <p><b>Strand 1: Personal understanding and health</b> <i>Being aware of how to care for his/her body in order to keep it healthy and well.</i> <i>Recognising and practising basic hygiene skills.</i></p> <p><b>Language and Literacy</b> Attention and listening skills – following instructions. Language and thinking – talking about experiences...; - naming; - asking and answering questions. Extended vocabulary - listening and responding to adults and peers. (Peel, break, pour.)</p> <p><b>The Arts – Art and Design</b> Children should have opportunities to work on individual and group projects so as to develop responses over time; negotiating and adapting ideas in the course of the work.</p>
<p>2 Tasty toast</p>	<p><b>Personal Development and Mutual Understanding</b> Pupils should be enabled to explore the importance of keeping healthy and how to keep safe in familiar and unfamiliar environments. (Toaster.)</p> <p><b>Strand 1: Personal understanding and health</b> <i>Being aware of how to care for his/her body in order to keep it healthy and well.</i></p> <p><b>The Arts – Art and Design</b> Children should have opportunities to revisit media on a number of occasions to progressively acquire familiarity and confidence in handling tools and equipment.</p> <p><b>Language and Literacy</b> Attention and listening skills – following instructions. Language and thinking – talking about experiences...; - naming; - asking and answering questions. Extended vocabulary - listening and responding to adults and peers. (Spread, slice, chopping board, smooth, bitty)</p>
<p>3. Delicious Dips and Dippers</p>	<p><b>Personal Development and Mutual Understanding</b> Pupils should be enabled to explore the importance of keeping healthy and how to keep safe in familiar and unfamiliar environments.</p> <p><b>Strand 1: Personal understanding and health</b> <i>Being aware of how to care for his/her body in order to keep it healthy and well.</i></p> <p><b>Language and Literacy</b> Attention and listening skills – following instructions. Language and thinking – talking about experiences...; - naming; - asking and answering questions. Extended vocabulary - listening and responding to adults and peers. (Snip, scoop, mix, attractive).</p> <p><b>The Arts – Art and Design</b> Children should have opportunities to work on individual and group projects so as to develop responses over time; negotiating and adapting ideas in the course of the work.</p> <p><b>Mathematics and Numeracy</b> Pupils should be enabled to: - count a variety of objects; - create simple patterns.</p>

<p>4 Scrummy scones</p>	<p><b>The Arts – Art and Design</b>  Children should have opportunities to:</p> <ul style="list-style-type: none"> <li>- explore the properties of a range of two and three-dimensional media;</li> <li>- work on individual and group projects so as to develop responses over time; negotiating and adapting ideas in the course of the work</li> </ul> <p><b>The World Around Us</b>  Children should be enabled to explore:</p> <ul style="list-style-type: none"> <li>- How do things work?</li> </ul> <p>As pupils progress through the Foundation Stage they should be able to:</p> <ul style="list-style-type: none"> <li>- Be aware of everyday uses of technological tools and know how to use some of these safely.</li> <li>- Understand that materials can be joined/assembled in different ways.</li> </ul> <p><b>Language and Literacy</b>  Attention and listening skills – following instructions.  Language and thinking – talking about experiences...;</p> <ul style="list-style-type: none"> <li>- naming;</li> <li>- asking and answering questions.</li> </ul> <p>Extended vocabulary - listening and responding to adults and peers. (Types of equipment, rub-in, press, cut-out, soft, cheesy.)</p> <p><b>Personal Development and Mutual Understanding</b>  Pupils should be enabled to explore the importance of keeping healthy and how to keep safe in familiar and unfamiliar environments. (Oven.)</p>
<p>5 Perfect plant salad</p>	<p><b>The World Around Us</b>  Children should be enabled to explore:</p> <ul style="list-style-type: none"> <li>- What else is living?</li> <li>- How do living things survive?</li> </ul> <p><b>Language and Literacy</b>  Attention and listening skills – following instructions.  Language and thinking – talking about experiences...;</p> <ul style="list-style-type: none"> <li>- naming;</li> <li>- asking and answering questions.</li> </ul> <p>Extended vocabulary - listening and responding to adults and peers. (Grate, snip, spoon, mix.)</p> <p><b>The Arts – Art and Design</b>  Children should have opportunities to:</p> <ul style="list-style-type: none"> <li>- revisit media on a number of occasions to progressively acquire familiarity and confidence in handling tools and equipment;</li> <li>- work on individual and group projects so as to develop responses over time; negotiating and adapting ideas in the course of the work.</li> </ul>

<p>6 Pictureque pizza</p>	<p><b>The World Around Us</b> Children should be enabled to explore: - What's in my world? - What's beyond my world? (Pizza from Italy.)</p> <p><b>Language and Literacy</b> Attention and listening skills – following instructions. Language and thinking – talking about experiences...; - naming; - asking and answering questions. Extended vocabulary - listening and responding to adults and peers. ... (Base, topping, grate, snip)</p> <p><b>The Arts – Art and Design</b> Children should have opportunities to: - revisit media on a number of occasions to progressively acquire familiarity and confidence in handling tools and equipment; - work on individual and group projects so as to develop responses over time; negotiating and adapting ideas in the course of the work.</p>
<p>7 Fabulous fruit salad</p>	<p><b>The Arts – Art and Design</b> Children should have opportunities to: - explore the properties of a range of two and three-dimensional media; - revisit media on a number of occasions to progressively acquire familiarity and confidence in handling tools and equipment; - work on individual and group projects so as to develop responses over time; negotiating and adapting ideas in the course of the work.</p> <p><b>Language and Literacy</b> Attention and listening skills – following instructions. Language and thinking – talking about experiences...; - naming; - asking and answering questions. Extended vocabulary - listening and responding to adults and peers. ... (Types of fruit, peel, slice, mix.)</p>
<p>8 Great green soup</p>	<p><b>Personal Development and Mutual Understanding</b> Pupils should be enabled to explore the importance of keeping healthy and how to keep safe in familiar and unfamiliar environments.</p> <p><b>The Arts – Art and Design</b> Children should have opportunities to: - revisit media on a number of occasions to progressively acquire familiarity and confidence in handling tools and equipment; - work on individual and group projects so as to develop responses over time; negotiating and adapting ideas in the course of the work.</p> <p><b>Language and Literacy</b> Attention and listening skills – following instructions. Language and thinking – talking about experiences...; - naming; - asking and answering questions. Extended vocabulary - listening and responding to adults and peers. ... (Types of vegetable, soup.)</p>

<p>9 Pleasing pasta</p>	<p><b>The Arts – Art and Design</b>  Children should have opportunities to:</p> <ul style="list-style-type: none"> <li>- look at a range of natural and man-made objects, exploring and getting to know the characteristics of what is seen by close observation and touch.</li> <li>- revisit media on a number of occasions to progressively acquire familiarity and confidence in handling tools and equipment;</li> <li>- work on individual and group projects so as to develop responses over time; negotiating and adapting ideas in the course of the work.</li> </ul> <p><b>Language and Literacy</b>  Attention and listening skills – following instructions.  Language and thinking – talking about experiences...;</p> <ul style="list-style-type: none"> <li>- naming;</li> <li>- asking and answering questions.</li> </ul> <p>Extended vocabulary - listening and responding to adults and peers. ... (Types of pasta, tube, twist, flat.)</p>
<p>10 Brilliant bread</p>	<p><b>The World Around Us</b>  Children should be enabled to explore:</p> <ul style="list-style-type: none"> <li>- What's in my world?</li> <li>- What's beyond my world?</li> </ul> <p>(Bread around the world.)</p> <p><b>The Arts – Art and Design</b>  Children should have opportunities to:</p> <ul style="list-style-type: none"> <li>- explore the properties of a range of two and three-dimensional media;</li> <li>- revisit media on a number of occasions to progressively acquire familiarity and confidence in handling tools and equipment;</li> <li>- work on individual and group projects so as to develop responses over time; negotiating and adapting ideas in the course of the work.</li> </ul> <p><b>Language and Literacy</b>  Attention and listening skills – following instructions.  Language and thinking – talking about experiences...;</p> <ul style="list-style-type: none"> <li>- naming;</li> <li>- asking and answering questions.</li> </ul> <p>Extended vocabulary - listening and responding to adults and peers. ... (Types of bread, knead, shape.)</p>

Scotland - curriculum links

<p>1 Super smoothie</p>	<p><b>Health and wellbeing</b>  Nutrition:  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 009L</p> <p>Safe and hygienic practices:  I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and can practice this in my everyday routines...  HWB 012s/HWB 1165s</p> <p><b>Literacy and English</b>  Literacy and talking:  As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.  LIT 004B/C</p> <p>Overarching experiences:  I extend and enrich my vocabulary...(peel, break, pour)</p>
<p>2 Tasty toast</p>	<p><b>Health and wellbeing</b>  <b>Nutrition:</b>  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 009L</p> <p><b>Technologies</b>  Within real and imaginary settings. I am developing my practical skills as I select and work with a range of materials, tools and software.  TCH 105C</p> <p><b>Literacy and English</b>  Literacy and talking:  As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.  LIT 004B/C</p> <p>Overarching experiences:  I extend and enrich my vocabulary...(spread, slice, chopping board, smooth, bitty)</p>
<p>3. Delicious Dips and Dippers</p>	<p><b>Health and wellbeing</b>  Nutrition:  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 009L</p> <p><b>Mathematics</b>  Number, Money and measure:  I have explored numbers understanding that they represent quantities and I can use them to count, create sequences and describe order.  MNU001B  I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns.  MTH 007P</p> <p><b>Literacy and English</b>  Literacy and talking:  As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.  LIT 004B/C</p> <p>Overarching experiences:  I extend and enrich my vocabulary...(snip, scoop, mix, attractive)</p>

<p>4 Scrummy scones</p>	<p><b>Science</b> Using my senses: I am becoming more aware of my own senses and can use them to explore the world around me. SCN 010S</p> <p><b>Technologies</b> Within real and imaginary settings. I am developing my practical skills as I select and work with a range of materials, tools and software. TCH 105C</p> <p><b>Literacy and English</b> Literacy and talking: As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen. LIT 004B/C</p> <p>Overarching experiences: I extend and enrich my vocabulary...(types of equipment, rub-in, press, cut-out, soft, cheesy)</p>
<p>5 Perfect plant salad</p>	<p><b>Health and wellbeing</b> Food and consumer: I explore and discover where foods come from as I choose, prepare and taste different foods. HWB 013U (Plants we eat)</p> <p><b>Technologies</b> Within real and imaginary settings. I am developing my practical skills as I select and work with a range of materials, tools and software. TCH 105C</p> <p><b>Literacy and English</b> Literacy and talking: As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen. LIT 004B/C</p> <p>Overarching experiences: I extend and enrich my vocabulary...(grate, snip, spoon, mix)</p>
<p>6 Pictureque pizza</p>	<p><b>Health and wellbeing</b> Food and consumer: I explore and discover where foods come from as I choose, prepare and taste different foods. HWB 013U (Pizza from Italy)</p> <p><b>Technologies</b> Within real and imaginary settings. I am developing my practical skills as I select and work with a range of materials, tools and software. TCH 105C</p> <p><b>Literacy and English</b> Literacy and talking: As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen. LIT 004B/C</p> <p>Overarching experiences I extend and enrich my vocabulary...(base, topping, grate, snip)</p>

7 Fabulous fruit salad	<p><b>Technologies</b> Within real and imaginary settings. I am developing my practical skills as I select and work with a range of materials, tools and software. TCH 105C</p> <p><b>Science</b> Using my senses: I am becoming more aware of my own senses and can use them to explore the world around me. SCN 010S</p> <p><b>Literacy and English</b> Literacy and talking: As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen. LIT 004B/C</p> <p>Overarching experiences: I extend and enrich my vocabulary...(types of fruit, peel, slice, mix)</p>
8 Great green soup	<p><b>Health and wellbeing</b> Nutrition: 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 009L</p> <p><b>Technologies</b> Within real and imaginary settings. I am developing my practical skills as I select and work with a range of materials, tools and software. TCH 105C</p> <p><b>Literacy and English</b> Literacy and talking: As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen. LIT 004B/C</p> <p>Overarching experiences I extend and enrich my vocabulary...(types of vegetable, soup)</p>
9 Pleasing pasta	<p><b>Technologies</b> Within real and imaginary settings. I am developing my practical skills as I select and work with a range of materials, tools and software. TCH 105C</p> <p><b>Literacy and English</b> Literacy and talking: As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen. LIT 004B/C</p> <p>Overarching experiences I extend and enrich my vocabulary...(types of pasta, tube, twist, flat)</p>
10 Brilliant bread	<p><b>Technologies</b> Within real and imaginary settings. I am developing my practical skills as I select and work with a range of materials, tools and software. TCH 105C</p> <p><b>Science</b> Using my senses: I am becoming more aware of my own senses and can use them to explore the world around me. SCN 010S</p> <p><b>Literacy and English</b> Literacy and talking: As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen. LIT 004B/C</p> <p>Overarching experiences I extend and enrich my vocabulary...(types of bread, knead, shape)</p>

Wales - curriculum links

<p>1 Super smoothie</p>	<p><b>Personal and Social Development, Well-Being and Cultural Development</b>  Skills - Become independent in their personal hygiene needs...  Skills - Develop an understanding that exercise and hygiene and the right types of food and drink are important for healthy bodies  Skills - Value and contribute to their own well-being...</p> <p><b>Language, Literacy and Communication Skills</b>  Skills - Listen and respond appropriately and effectively, with growing attention and concentration.  Range - Extend their vocabulary through activities that extend their interest in words. (Peel, break, pour.)</p> <p><b>Knowledge and Understanding of the World</b>  Range - Work on their own and in pairs and small groups.</p>
<p>2 Tasty toast</p>	<p><b>Personal and Social Development, Well-Being and Cultural Development</b>  Skills - Develop an understanding that exercise and hygiene and the right types of food and drink are important for healthy bodies  Skills - Value and contribute to their own well-being...  Skills - Develop an understanding about dangers in the home... (Toaster.)</p> <p><b>Physical Development</b>  Skills - Use a range of small and large equipment and stimuli.  Skills - Use and handle a range of tools.</p> <p><b>Creative Development</b>  Skills – Explore and experiment with a variety of techniques and materials.</p> <p><b>Language, Literacy and Communication Skills</b>  Skills - Listen and respond appropriately and effectively, with growing attention and concentration.  Range - Extend their vocabulary through activities that extend their interest in words. (Spread, slice, chopping board, smooth, bitty.)</p>
<p>3. Delicious Dips and Dippers</p>	<p><b>Personal and Social Development, Well-Being and Cultural Development</b>  Skills - Develop an understanding that exercise and hygiene and the right types of food and drink are important for healthy bodies  Skills - Value and contribute to their own well-being...</p> <p><b>Language, Literacy and Communication Skills</b>  Skills - Listen and respond appropriately and effectively, with growing attention and concentration.  Range - Extend their vocabulary through activities that extend their interest in words. (Snip, scoop, mix, attractive.)</p> <p><b>Knowledge and Understanding of the World</b>  Range - Work on their own and in pairs and small groups.</p> <p><b>Mathematical Development</b>  Range - Use numbers naturally in their play and daily activities.  Skills – Recognise patterns, sequences and relationships through practical activities and discussion.</p>

<p>4 Scrummy scones</p>	<p><b>Physical Development</b>  Skills - Use a range of small and large equipment and stimuli.  Skills - Use and handle a range of tools.</p> <p><b>Creative Development</b>  Skills – Explore and experiment with a variety of techniques and materials.</p> <p><b>Personal and Social Development, Well-Being and Cultural Diversity</b>  Range – Activities that allow them to use their senses...  Skills - Develop an understanding about dangers in the home... (Oven.)</p> <p><b>Language, Literacy and Communication Skills</b>  Skills - Listen and respond appropriately and effectively, with growing attention and concentration.  Range - Extend their vocabulary through activities that extend their interest in words. (Types of equipment, rub-in, press, cut-out, soft, cheesy.)</p> <p><b>Knowledge and Understanding of the World</b>  Range - Work on their own and in pairs and small groups.</p>
<p>5 Perfect plant salad</p>	<p><b>Knowledge and Understanding of the World</b>  Range - Identify some animals and plants that live in the outdoor environment.</p> <p><b>Language, Literacy and Communication Skills</b>  Skills - Listen and respond appropriately and effectively, with growing attention and concentration.  Range - Extend their vocabulary through activities that extend their interest in words. (Grate, snip, spoon, mix.)</p> <p><b>Physical Development</b>  Skills - Use a range of small and large equipment and stimuli.  Skills - Use and handle a range of tools.</p> <p><b>Creative Development</b>  Skills – Explore and experiment with a variety of techniques and materials.</p> <p><b>Knowledge and Understanding of the World</b>  Range - Work on their own and in pairs and small groups.</p>
<p>6 Pictureque pizza</p>	<p><b>Knowledge and Understanding of the World</b>  Range - Begin to recognise differences between their own locality...and in different parts of the world. (Pizza from Italy)</p> <p><b>Language, Literacy and Communication Skills</b>  Skills - Listen and respond appropriately and effectively, with growing attention and concentration.  Range - Extend their vocabulary through activities that extend their interest in words. (Base, topping, grate, snip.)</p> <p><b>Physical Development</b>  Skills - Use a range of small and large equipment and stimuli.  Skills - Use and handle a range of tools.</p> <p><b>Creative Development</b>  Skills – Explore and experiment with a variety of techniques and materials.</p> <p><b>Knowledge and Understanding of the World</b>  Range - Work on their own and in pairs and small groups.</p>

7 Fabulous fruit salad	<p><b>Personal and Social Development, Well-Being and Cultural Diversity</b> Range – Activities that allow them to use their senses...</p> <p><b>Language, Literacy and Communication Skills</b> Skills - Listen and respond appropriately and effectively, with growing attention and concentration. Range - Extend their vocabulary through activities that extend their interest in words. (Types of fruit, peel, slice, mix.)</p> <p><b>Physical Development</b> Skills - Use a range of small and large equipment and stimuli. Skills - Use and handle a range of tools.</p> <p><b>Creative Development</b> Skills – Explore and experiment with a variety of techniques and materials.</p> <p><b>Knowledge and Understanding of the World</b> Range - Work on their own and in pairs and small groups.</p>
8 Great green soup	<p><b>Personal and Social Development, Well-Being and Cultural Development</b> Skills - Develop an understanding that exercise and hygiene and the right types of food and drink are important for healthy bodies Skills - Value and contribute to their own well-being...</p> <p><b>Physical Development</b> Skills - Use a range of small and large equipment and stimuli. Skills - Use and handle a range of tools.</p> <p><b>Creative Development</b> Skills – Explore and experiment with a variety of techniques and materials.</p> <p><b>Language, Literacy and Communication Skills</b> Skills - Listen and respond appropriately and effectively, with growing attention and concentration. Range - Extend their vocabulary through activities that extend their interest in words. (Types of vegetable, soup.)</p> <p><b>Knowledge and Understanding of the World</b> Range - Work on their own and in pairs and small groups.</p>
9 Pleasing pasta	<p><b>Language, Literacy and Communication Skills</b> Skills - Listen and respond appropriately and effectively, with growing attention and concentration. Range - Extend their vocabulary through activities that extend their interest in words. (Types of pasta, tube, twist, flat.)</p> <p><b>Physical Development</b> Skills - Use a range of small and large equipment and stimuli. Skills - Use and handle a range of tools.</p> <p><b>Creative Development</b> Skills – Explore and experiment with a variety of techniques and materials.</p> <p><b>Knowledge and Understanding of the World</b> Range – Explore a wide range of stimuli. (Pasta) Range - Work on their own and in pairs and small groups.</p>

<p>10 Brilliant bread</p>	<p><b>Personal and Social Development, Well-Being and Cultural Diversity</b>  Range – Activities that allow them to use their senses...</p> <p><b>Language, Literacy and Communication Skills</b>  Skills - Listen and respond appropriately and effectively, with growing attention and concentration.  Range - Extend their vocabulary through activities that extend their interest in words. (Types of bread, knead, shape.)</p> <p><b>Physical Development</b>  Skills - Use a range of small and large equipment and stimuli.  Skills - Use and handle a range of tools.</p> <p><b>Creative Development</b>  Skills – Explore and experiment with a variety of techniques and materials.</p> <p><b>Knowledge and Understanding of the World</b>  Range - Work on their own and in pairs and small groups.</p>
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## Sources of further information

British Nutrition Foundation  
[www.nutrition.org.uk/teachercentre](http://www.nutrition.org.uk/teachercentre)

Caroline Walker Trust  
[www.cwt.org.uk](http://www.cwt.org.uk)

Curriculum for Excellence  
[www.ltscotland.org.uk/curriculumforexcellence/](http://www.ltscotland.org.uk/curriculumforexcellence/)

Department for Children, Schools and Families  
[www.dcsf.gov.uk](http://www.dcsf.gov.uk)

Department of Education (Northern Ireland) Primary  
[http://www.deni.gov.uk/index/80-curriculumandassessment\\_pg/80t-statutory-curriculum.htm](http://www.deni.gov.uk/index/80-curriculumandassessment_pg/80t-statutory-curriculum.htm)

Department of Education (Northern Ireland) Pre-school  
[http://www.deni.gov.uk/index/pre-school-education\\_pg.htm](http://www.deni.gov.uk/index/pre-school-education_pg.htm)

Food - a fact of life  
[www.foodafactoflife.org.uk](http://www.foodafactoflife.org.uk)

Food Standards Agency  
[www.eatwell.gov.uk](http://www.eatwell.gov.uk)  
[www.food.gov.uk](http://www.food.gov.uk)

Growing Schools  
[www.teachernet.gov.uk/growingschools](http://www.teachernet.gov.uk/growingschools)

Pre-school Learning Alliance  
[www.pre-school.org.uk](http://www.pre-school.org.uk)

Sure Start  
[www.surestart.gov.uk](http://www.surestart.gov.uk)

The Early Years Foundation Stage  
<http://www.standards.dfes.gov.uk/eyfs/>

Welsh Assembly Government  
<http://accac.org.uk/eng/content.php?mID=118>

5 A DAY  
[www.5aday.nhs.uk](http://www.5aday.nhs.uk)

## Acknowledgement

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