

# KILMACOLM PRIMARY SCHOOL AND NURSERY CLASS

## 'Let's Grow and Cook Together'



A 'Food For Thought' Education Scotland funded project



| <b>FIRST LEVEL<br/>FOOD AND HEALTH</b>   | <b>Experiences and Outcomes for<br/>planning learning, teaching<br/>and assessment</b>  | <b>Benchmarks to support<br/>practitioners' professional<br/>judgement YEAR 1</b>   | <b>Benchmarks to support<br/>practitioners' professional<br/>judgement YEAR 2</b>   | <b>Benchmarks to support<br/>practitioners' professional<br/>judgement YEAR 3</b>   |
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| <b>The Food Experience</b> <ul style="list-style-type: none"> <li>• Tasting, Selecting and Evaluating</li> </ul>                         | I enjoy eating a diversity of foods in a range of social situations. HWB 1-29a  | <ul style="list-style-type: none"> <li>• Prepares, tastes and tries an increasing range of familiar and unfamiliar foods.</li> <li>• Explains likes and dislikes in relation to food.</li> </ul>  | <ul style="list-style-type: none"> <li>• Prepares, tastes and tries an increasing range of familiar and unfamiliar foods.</li> <li>• Explains likes and dislikes in relation to food.</li> <li>• Chooses appropriate foods to prepare for a given situation.</li> </ul>   | <ul style="list-style-type: none"> <li>• Prepares, tastes and tries an increasing range of familiar and unfamiliar foods.</li> <li>• Explains likes and dislikes in relation to food.</li> <li>• Chooses appropriate foods to prepare for a given situation.</li> </ul>   |
| <b>Developing Healthy Choices</b> <ul style="list-style-type: none"> <li>• Linking Food and Health</li> <li>• Decision Making</li> </ul> | By investigating the range of foods available I can discuss how they contribute to a healthy diet. HWB 1-30a<br><br>I experience a sense of enjoyment and achievement when preparing simple healthy foods and drinks. HWB 1-30b | <ul style="list-style-type: none"> <li>• Recognises and names the main food groups e.g. The Eatwell Guide</li> <li>• Sorts a selection of foods into the food groups</li> <li>• Identifies at least one reason as to why it is important to drink enough water</li> </ul> | <ul style="list-style-type: none"> <li>• Recognises and names the main food groups e.g. The Eatwell Guide</li> <li>• Sorts a selection of foods into the food groups</li> <li>• Identifies at least one reason as to why it is important to drink enough water</li> </ul> | <ul style="list-style-type: none"> <li>• Recognises and names the main food groups e.g. The Eatwell Guide</li> <li>• Sorts a selection of foods into the food groups</li> <li>• Chooses foods from different food groups to create a balanced meal</li> <li>• Assists in preparing healthy dishes for a variety of occasions e.g. an intergenerational visit</li> <li>• Identifies at least one reason as to why it is important to drink enough water</li> </ul> |

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| <p><b>Nutritional Needs</b></p> <ul style="list-style-type: none"> <li>• Varied Diet</li> <li>• Individual Needs</li> <li>• Stages of Life</li> </ul> | <p>I am beginning to understand that nutritional needs change at different stages of life, for example the role of breastfeeding in infant nutrition. HWB 1-32a</p>                             |  |  | <ul style="list-style-type: none"> <li>• Identifies at least two differences in individuals' dietary needs as they change through life, for example, infant, toddler, child, teenager, adult.</li> </ul>   |
| <p><b>Keeping Safe and Hygienic</b></p> <ul style="list-style-type: none"> <li>• Principles of Food, Safety and Hygiene</li> </ul>                    | <p>I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth. HWB 1-33a</p> | <ul style="list-style-type: none"> <li>• Works safely and hygienically before, during and after preparing foods, for example, adhering to appropriate allergy advice, getting ready to cook, storing ingredients appropriately, washing and drying equipment and surfaces.</li> <li>• Identifies where different types of food are stored.</li> <li>• Handles equipment safely, for example, when using hot or sharp kitchen tools.</li> </ul> | <ul style="list-style-type: none"> <li>• Works safely and hygienically before, during and after preparing foods, for example, adhering to appropriate allergy advice, getting ready to cook, storing ingredients appropriately, washing and drying equipment and surfaces.</li> <li>• Identifies where different types of food are stored.</li> <li>• Handles equipment safely, for example, when using hot or sharp kitchen tools.</li> </ul> | <ul style="list-style-type: none"> <li>• Works safely and hygienically before, during and after preparing foods, for example, adhering to appropriate allergy advice, getting ready to cook, storing ingredients appropriately, washing and drying equipment and surfaces.</li> <li>• Identifies where different types of food are stored.</li> <li>• Handles equipment safely, for example, when using hot or sharp kitchen tools.</li> </ul> |

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| <p><b>The Journey of Food</b></p> <ul style="list-style-type: none"> <li>• From Farm to Fork</li> <li>• Sustainability</li> <li>• Influences on Consumer Choices</li> <li>• Preparing Food Appropriate to Learning</li> </ul> | <p>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 1-35a</p> <p>I am discovering the different ways that advertising and the media can affect my choices. HWB 1-37a</p>  | <ul style="list-style-type: none"> <li>• Follows a recipe using fresh, local, seasonal produce, for example, making soup, hot or cold snack.</li> </ul>  | <ul style="list-style-type: none"> <li>• Describes the basic journey of food, for example, milk can come from a cow, bread comes from wheat / rye / oats.</li> <li>• Follows a recipe using fresh, local, seasonal produce, for example, making soup, hot or cold snack.</li> <li>• Maps sources of food and drink in the local area.</li> </ul> | <ul style="list-style-type: none"> <li>• Describes the basic journey of food, for example, milk can come from a cow, bread comes from wheat / rye / oats.</li> <li>• Follows a recipe using fresh, local, seasonal produce, for example, making soup, hot or cold snack.</li> <li>• Identifies how to prevent food related waste, for example, composting peelings, reusing leftovers, reducing use of packaging.</li> <li>• Maps sources of food and drink in the local area.</li> <li>• Describes at least three ways that advertising and media can affect our food choices.</li> </ul> |
| <p><b>Food and Textile Technologies</b></p> <ul style="list-style-type: none"> <li>• Creativity</li> <li>• Design</li> <li>• Dexterity</li> <li>• Problem Solving</li> <li>• Developing Appropriate Items</li> </ul>          | <p>I can use a range of simple food preparation techniques when working with food. TCH 1-04a</p> <p>I can use a range of tools and equipment when working with textiles. TCH 1-04b</p> <p>I am developing and using problem-solving strategies to meet design challenges with a food or textile focus. TCH 1-04c</p> <p>I can adapt and improve my ideas and can express my thinking in different ways. TCH 1-04d</p> | <ul style="list-style-type: none"> <li>• Demonstrates a range of practical skills when preparing foods, for example, washing, using a peeler, juicing, grating, cutting, simple knife skills (claw grip/bridge hold).</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrates a range of practical skills when preparing foods, for example, washing, using a peeler, juicing, grating, cutting, simple knife skills (claw grip/bridge hold).</li> </ul>   | <ul style="list-style-type: none"> <li>• Demonstrates a range of practical skills when preparing foods, for example, washing, using a peeler, juicing, grating, cutting, simple knife skills (claw grip/bridge hold).</li> <li>• Within a food context: Investigates a simple problem/challenge. Explores and identifies a range of ideas to solve the problem/challenge.</li> <li>• Selects and uses resources to reach the solution/solve the problem.</li> <li>• Assesses solution against given criteria.</li> </ul>   |

| <b>FIRST LEVEL SCIENCE</b>   | <b>Experiences and Outcomes for planning learning, teaching and assessment</b>   | <b>Benchmarks to support practitioners' professional judgement YEAR 1</b>  | <b>Benchmarks to support practitioners' professional judgement YEAR 2</b>  | <b>Benchmarks to support practitioners' professional judgement YEAR 3</b>   |
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| <p><b>Planet Earth</b></p> <ul style="list-style-type: none"> <li>• Biodiversity and Interdependence</li> <li>• Energy Sources and Sustainability</li> </ul> | <p>I can help to design experiments to find out what plants need in order to grow and develop. I can observe and record my findings and from what I have learned I can grow healthy plants in school. SCN 1-03a</p> <p>I am aware of different types of energy around me and can show their importance to everyday life and my survival. SCN 1-04a</p> | <ul style="list-style-type: none"> <li>• Observes, collects and measures the outcomes from growing plants in different conditions, for example, by varying levels of light, water, air, soil/ nutrients and heat.</li> </ul> | <ul style="list-style-type: none"> <li>• Observes, collects and measures the outcomes from growing plants in different conditions, for example, by varying levels of light, water, air, soil/ nutrients and heat.</li> </ul> | <ul style="list-style-type: none"> <li>• Observes, collects and measures the outcomes from growing plants in different conditions, for example, by varying levels of light, water, air, soil/ nutrients and heat.</li> <li>• Structures a presentation or report, with support, to present findings on how plants grow.</li> <li>• Identifies and talks about types of energy that we get from different energy sources, for example, light, sound, heat and electrical.</li> <li>• Uses knowledge of different energy sources, for example, sun, food, fuel, wind and waves, to discuss the importance of different types of energy for everyday life and survival.</li> </ul> |

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| <p><b>Biological Systems</b></p> <ul style="list-style-type: none"> <li>• Topical Science</li> </ul>     | <p>By researching, I can describe the position and function of the skeleton and major organs of the human body and discuss what I need to do to keep them healthy.<br/>SCN 1-12a</p> |  |  | <ul style="list-style-type: none"> <li>• Structures a presentation or report, with support, on how to have a healthy lifestyle, for example, through a balanced diet, regular exercise, sufficient sleep and by avoiding substance misuse.</li> </ul>  |
| <p><b>Topical Science</b></p> <ul style="list-style-type: none"> <li>• Body Systems and Cells</li> </ul> | <p>I have contributed to discussions of current scientific news items to help develop my awareness of science.<br/>SCN 1-20a</p>   |  | <ul style="list-style-type: none"> <li>• Discusses and expresses opinions about science topics in real-life contexts, including those featured in the media.</li> <li>• Discusses how people use science in their everyday lives.</li> </ul> | <ul style="list-style-type: none"> <li>• Discusses and expresses opinions about science topics in real-life contexts, including those featured in the media.</li> <li>• Discusses how people use science in their everyday lives.</li> <li>• Describes a variety of jobs and careers which require scientific knowledge and skills.</li> </ul> |

| <b>FIRST LEVEL<br/>MATHEMATICS &amp;<br/>NUMERACY</b>  | <b>Experiences and Outcomes for<br/>planning learning, teaching<br/>and assessment</b>  | <b>Benchmarks to support<br/>practitioners' professional<br/>judgement YEAR 1</b>  | <b>Benchmarks to support<br/>practitioners' professional<br/>judgement YEAR 2</b>  | <b>Benchmarks to support<br/>practitioners' professional<br/>judgement YEAR 3</b>  |
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| <b>Number, Money and<br/>Measure</b> <ul style="list-style-type: none"> <li>• Money</li> </ul> | <p>can use money to pay for items and can work out how much change I should receive. MNU 1-09a</p> <p>I have investigated how different combinations of coins and notes can be used to pay for goods or be given in change. MNU 1-09b</p> | <ul style="list-style-type: none"> <li>• Applies mental agility number skills to calculate the total spent in a shopping situation and is able to calculate change. (With support for the 'Garden Party')</li> </ul> | <ul style="list-style-type: none"> <li>• Applies mental agility number skills to calculate the total spent in a shopping situation and is able to calculate change.</li> </ul> | <ul style="list-style-type: none"> <li>• Applies mental agility number skills to calculate the total spent in a shopping situation and is able to calculate change.</li> </ul> |

| <b>FIRST LEVEL TECHNOLOGIES</b>   | <b>Experiences and Outcomes for planning learning, teaching and assessment</b>  | <b>Benchmarks to support practitioners' professional judgement YEAR 1</b>   | <b>Benchmarks to support practitioners' professional judgement YEAR 2</b>   | <b>Benchmarks to support practitioners' professional judgement YEAR 3</b>   |
|---|---|---|---|---|
| <p><b>Food and Textile</b></p> <ul style="list-style-type: none"> <li>• Food and Textile</li> </ul> | <p>I can use a range of simple food preparation techniques when working with food TCH 1-04a</p> <p>I can use a range of tools and equipment when working with textiles TCH 1-04b</p> <p>I am developing and using problem solving strategies to meet challenges with a food or textile focus TCH 1-04c</p> <p>I can adapt and improve ideas and can express my own thinking in different ways TCH 1-04d</p> | <ul style="list-style-type: none"> <li>• Demonstrates a range of practical skills when preparing foods for example washing, using a peeler, juicing, grating, cutting, simple knife skills (claw grip/bridge hold)</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrates a range of practical skills when preparing foods for example washing, using a peeler, juicing, grating, cutting, simple knife skills (claw grip/bridge hold)</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrates a range of practical skills when preparing foods for example washing, using a peeler, juicing, grating, cutting, simple knife skills (claw grip/bridge hold)</li> <li>• Investigates a simple problem / challenge which includes given criteria</li> <li>• Explores and identifies a range of ideas to solve the challenge / problem</li> <li>• Selects and uses resources to make the solution/solve the problem</li> <li>• Assesses solution against original criteria</li> </ul> |



| <b>FIRST LEVEL<br/>SOCIAL SUBJECTS</b>                        | <b>Experiences and Outcomes for<br/>planning learning, teaching<br/>and assessment</b>   | <b>Benchmarks to support<br/>practitioners' professional<br/>judgement YEAR 1</b>   | <b>Benchmarks to support<br/>practitioners' professional<br/>judgement YEAR 2</b>   | <b>Benchmarks to support<br/>practitioners' professional<br/>judgement YEAR 3</b>   |
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| <p><b>People<br/>in society, economy<br/>and business</b></p> | <p>I have participated in decision making and have considered the different options available in order to make decisions. SOC 1-18a</p> <p>I have developed an understanding of the importance of local organisations in providing for the needs of my community. SOC 1-20a</p> <p>I can work out the amount of money I need to buy items, understanding that I may not always be able to afford the items I want. SOC 1-21a</p> <p>I have experienced the different jobs involved in running a business enterprise and understand the role each one plays in its success. SOC 1-22a</p> | <ul style="list-style-type: none"> <li>• Demonstrates relevant numeracy skills to do a simple budget.</li> <li>• Describes at least two different types of jobs and give a reason why each contributes to the success of the business or enterprise.</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrates relevant numeracy skills to do a simple budget.</li> <li>• Describes at least two different types of jobs and give a reason why each contributes to the success of the business or enterprise.</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrates relevant numeracy skills to do a simple budget.</li> <li>• Describes at least two different types of jobs and give a reason why each contributes to the success of the business or enterprise.</li> </ul> |

| RESOURCES   | BUSINESS/COMMUNITY PARTNERSHIPS  |
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| <ul style="list-style-type: none"> <li>• 'Developing The Young Workforce - Career Education Standard' - Education Scotland</li> <li>• 'Food For Thought' - Education Scotland</li> <li>• 'Scottish Food and Health' - Education Scotland</li> <li>• 'Grow, Cook, Eat' - Education Scotland</li> <li>• 'The Scottish Food Industry' - Education Scotland</li> <li>• 'The Way We Grow and Catch Food in Scotland' - Education Scotland</li> <li>• Food Technology Benchmarks</li> <li>• 'Food For Life Scotland' - Soil Association Scotland</li> <li>• <a href="http://www.soilassociation.org/our-work-in-scotland">www.soilassociation.org/our-work-in-scotland</a> (teaching resources)</li> <li>• 'Cookin Castle - Teacher's Guide' - Food Standards Scotland</li> <li>• 'Eatwell Guide' - Food Standards Scotland (<a href="http://www.fss-eatwellguide.scot/">www.fss-eatwellguide.scot/</a> &amp; <a href="mailto:resources@fss.scot">resources@fss.scot</a>)</li> <li>• <a href="http://Foodstandards.gov.scot">Foodstandards.gov.scot</a> (teaching resources, healthy eating tutorial)</li> <li>• 'The Good Food Learning Resource' - RHET</li> <li>• On-line Cooking Demonstration with John Quigley (Red Onion restaurant)</li> <li>• Child friendly recipes/advice 'A Guide to Cookery Skills by Age' (<a href="http://www.bbcgoodfood.com">www.bbcgoodfood.com</a>)</li> </ul> | <ul style="list-style-type: none"> <li>• Scottish and Southern Electricity Networks (SSE) - will help with gardening work</li> <li>• Central Building Contractors (CBC) - financial support to provide the school with gardening equipment</li> <li>• James Tindall Project</li> <li>• Soil Association (Kirsten Leask <a href="mailto:kleask@soilassociation.org">kleask@soilassociation.org</a>)</li> <li>• The Royal Highland Education Trust (RHET) (<a href="mailto:rhetinfo@rhass.org.uk">rhetinfo@rhass.org.uk</a>)</li> <li>• Chefs@School (Marie-Clare James <a href="http://www.scottishchefs.com">www.scottishchefs.com</a>)</li> <li>• Food Standards Scotland</li> <li>• Virgin Money (tbc)</li> <li>• Joanna and Alda Clark (Cross Cafe in Kilmacolm)</li> <li>• Jackie Dunn (school catering manager)</li> <li>• Royal Horticultural Society</li> <li>• Kilmacolm Horticultural Society</li> <li>• Parent Partnership</li> <li>• PTA</li> <li>• Jean McCredie (Home Economist)</li> </ul> |

'Let's Grow & Cook Together' - 3 Year Plan

FIRST LEVEL (P2-P4)

Simone McCredie

Head Teacher

September 2017