

<b>S1 Term 1/2</b>	<b>Lets Start Food/Conservation</b>	<b>Nutrition and Healthy Eating</b>	<b>Christmas Cook</b>
Timeframe These are approximate depending on class coming for 1 period or 2	August - October break	October break - February	December
Learning Activities	Partner work/group presentations Practical skill building Rules and expectations	Presentations Practical skill building Partner work/group presentations Introduction to food and health.	Acceptable standards of presentation
Experiences and Outcomes	TCH3-10a TCH3-10b TCH3-02a TCH 4-11b HWB3-33a HWB 3-19a MNU 3-01a MNU 3-11a MNU 4-11a	TCH3-10a    MNU3-01a TCH3-10b    MNU3-11a TCH4 -11b TCH3-07b HWB3-19a HWB3-30a HWB3-31a HWB3-34a LIT3-02a	TCH3-10a

Four capacities	Successful Learners Confident individuals Responsible Citizens	Successful Learners Confident individuals Responsible Citizens Effective Contributors	Successful learners
Materials	Pupil work book Equipment appropriate for individual lesson.	Pupil work book Equipment appropriate for individual lesson. Computers Paper, pens, scissors, glue, magazines	Appropriate ingredients. Appropriate materials to produce packaging
Homework	Homework Booklet Items to recycle	Homework booklet	
Cross Curricular Links			
Evidence/assessment	Practical end product Peer assessment (scones) Homework Tasks Pupil Profiles Cross marking of pupil booklets Self evaluation sheets End of unit evaluations	Practical end product Group presentations Homework Tasks Pupil Profiles Cross marking of pupil booklets Self evaluation sheets End of unit evaluations	Practical end product

## Explanation of Outcomes

### **TECHNOLOGY - Food and textiles contexts for developing technological skills and knowledge**

I can practise and apply a range of preparation techniques and processes to make a variety of items showing imagination and creativity, and recognising the need to conserve resources. TCH 3-10a

I have gained confidence and dexterity in the use of ingredients and equipment and can apply specialist skills in preparing food.

TCH 3-10b

I can use textile skills in practical and creative situations in my place of learning, at home or in the world of work.

TCH 3-10c

By using problem solving strategies and showing creativity in a design challenge, I can plan, develop, make and evaluate food or textile items which meet needs at home or in the world of work.

TCH 3-11a

I can apply skills of critical thinking when evaluating the quality and effectiveness of my own or others' products.

TCH 4-11b

### **TECHNOLOGY - Technological developments in society**

From my studies of technologies in the world around me, I can begin to understand the relationship between key scientific principles and technological developments .TCH 3-01a

From my studies of sustainable development, I can reflect on the implications and ethical issues arising from technological developments for individuals and societies. TCH 3-02a

## **TECHNOLOGIES Business contexts for developing technological skills and knowledge**

When participating in an enterprise activity, I can explore ethical issues relating to business practice and gain an understanding of how businesses help to satisfy needs. **SOC 3-2**

I can select and use a range of media to present and communicate business information.

**TCH 3-07b**

## **TECHNOLOGIES Craft, design, engineering and graphics contexts for developing technological skills and knowledge**

I can confidently apply preparation techniques and processes to manufacture items using specialist skills, materials, tools and software in my place of learning, at home or in the world of work.

**TCH 4-13a**

By using problem solving strategies and showing creativity in a design challenge, I can plan, develop, organise and evaluate the production of items which meet needs at home or in the world of work.

**TCH 3-14a**

## **HEALTH AND WELL BEING - Planning for choices and changes**

*I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning. **HWB 3-19a***

I enjoy eating a diversity of foods in a range of social situations. **HWB 0-29a / HWB 1-29a / HWB 2-29a / HWB 3-29a / HWB 4-29a**

By taking part in practical food activities and taking account of current healthy eating advice, I can prepare healthy foods to meet identified needs.

**HWB 3-30a**

Through practical activities using different foods and drinks, I can identify key nutrients, their sources and functions, and demonstrate the links between energy, nutrients and health.

**HWB 3-31a**

I can apply food safety principles when buying, storing, preparing, cooking and consuming food. **HWB 3-33a**

Having explored a range of issues which may affect food choice, I can discuss how this could impact on the individual's health.  
**HWB 3-34a / HWB 4-34a**

Using my knowledge of nutrition and current healthy eating advice, I can evaluate the information on food packaging, enabling me to make informed choices when preparing and cooking healthy dishes. **HWB 3-36a**

## **LITERACY - Listening and talking**

When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.

I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.  
**LIT 3-02a**

## **NUMERACY - Number, money and measure**

I can round a number using an appropriate degree of accuracy, having taken into account the context of the problem.  
**MNU 3-01a**

I can use a variety of methods to solve number problems in familiar contexts, clearly communicating my processes and solutions.

**MNU 3-03a**

I can solve practical problems by applying my knowledge of measure, choosing the appropriate units and degree of accuracy for the task and using a formula to calculate area or volume when required.

**MNU 3-11a**

I can apply my knowledge and understanding of measure to everyday problems and tasks and appreciate the practical importance of accuracy when making calculations.

**MNU 4-11a**

I can work collaboratively, making appropriate use of technology, to source information presented in a range of ways, interpret what it conveys and discuss whether I believe the information to be robust, vague or misleading.

MNU 3-20a

**The Four Capacities**

Successful Learners

Confident individuals

Responsible Citizens

Effective Contributors

S1 Term 2	<b>Nutrition and Healthy Eating</b>	<b>Term 3 Lets Sew!</b>	
Timeframe	October break - February	February -Summer	
Learning Activities	Presentations Practical skill building Partner work/group presentations Introduction to food and health.	Design process Practical sewing skills Safe and competent use of the sewing machine and computerised sewing machine Individual work Peer teaching	

Experiences and Outcomes	TCH3-10a TCH3-10b TCH4 -11b TCH3-07b HWB3-19a HWB3-30a HWB3-31a HWB3-34a LIT3-02a	MNU3-01a MNU3-11a	TCH 3-10a TCH4-13a TCH 3-10c TCH3 14a TCH 4-11b HWB 3-19a MNU4-11a MNU3-11a	
Four capacities	Successful Learners Confident individuals Responsible Citizens Effective Contributors		Successful Learners Confident individuals	
Materials	Pupil work book Equipment appropriate for individual lesson. Computers Paper, pens, scissors, glue, magazines		Pupil workbook Textiles and accessories appropriate for each pupils individual design	
Homework	Homework booklet		Pupil Homework booklet Design ideas	
Cross Curricular Links				

Evidence/assessment	Practical end product Group presentations Homework Tasks Pupil Profiles Cross marking of pupil booklets Self evaluation sheets End of unit evaluations	Finished product Written assessment	
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