


# Food

**Learning objective:** The children know about similarities and differences in relation to food groups.


**Key vocabulary:** food, eat, healthy, unhealthy, sugar, salt, sweet, salty, savoury, crunchy, hard, soft, chewy, taste, texture, restaurant, waiter, waitress, customer, menu, fruit, banana, apple, grape, orange, pear, strawberry, tomato, vegetable, broccoli, peas, carrot, Brussels sprout, corn, dairy, milk, butter, cheese, ice cream, meat, fish, cereal, fats, pizza, egg, burger, cake, bun, tart, muffin, biscuit, chocolate, sweets, crisps

**Further vocabulary:** flavour, balanced diet, food group, vegetarian, vegan


## Get set

 Make a collage of food together using a range of magazine cut-outs. Show a ready-prepared collage and explain how you chose where to stick each picture (for example, by food group, when the food is eaten, whether it is healthy/unhealthy, colour). The children choose their pictures independently and think about how to place each one on the collage.

**Talking points:** *Why do we have to eat? Which foods do you like? Are there any foods you really don't like? How are you sorting your foods? Which pictures have you chosen and why? I love the taste of Brussels sprouts!*


 Have a range of foods with different tastes and textures available for the children to try (for example, sweet, salty, savoury, crunchy, soft, chewy). At each food station the children should use the key vocabulary (spoken or written) about each food, regarding its taste, texture and whether or not they enjoyed it.

**Talking points:** *What does the food taste like? How does the food feel to eat? Do you like this food? Which was your favourite food and why? Which food did you dislike most? Were any of the foods new to you? Did they taste like you thought they would? I try to keep sweet foods as a treat so I can look after my teeth.*

 Set up the classroom ready for a restaurant-themed role play. In small groups, the children make food with play dough and choose a selection from the small-world role-play food resources. Once everything is ready, they choose whether to play the chef, waiter/waitress or customers in their restaurant.

**Talking points:** *What food have you made? Why did you choose these foods to serve? Who will visit your restaurant? How long have you been a chef/worked in this restaurant? Why did you choose this restaurant to visit? I would like to order the vegetarian lasagne.*

## Go

 Using the photocopiable activity sheet, the children sort healthy and unhealthy foods. Give each child a set of cut-out cards and two paper plates – one for healthy food and the other for unhealthy food. The children identify the food on each card and place it on either the healthy or unhealthy plate.

**Working towards:** The children can identify most of the foods and can sort some of them on to the healthy/unhealthy plates, with support.

**Working beyond:** The children can give reasons why they think each food is healthy or unhealthy. They can also label some of the foods and draw and label their own ideas of healthy/unhealthy foods on each plate.

**Finishing line:** The children take part in a 'teddy bears' picnic'. They bring in their own healthy packed lunch and their favourite teddy bear from home to enjoy as part of the picnic.

## Cross-curricular links

**P** **Physical development:** Through sorting healthy and unhealthy foods, the children know the importance for good health of a healthy diet.

**S** **Expressive arts and design:** Through engaging in the role-play restaurant and 'teddy bears' picnic', the children represent their own ideas, thoughts and feelings through role play.

## Home link

 **Activity book:** People pages 26 to 28