

Balanced Diets

'An investigation into food production and having balanced diets'

Year 2 & Local farm and restaurants

Project Overview:

An investigation into food production and what a balanced diets looks like. The project allows students to explore balanced diets, whilst encountering employers from the agricultural industry. Employer sessions will highlight the environmental impacts on the sector as well as demonstrating practical examples and influences of hot and cold places. Students will understand how agriculture has evolved as a result of local geography and gain insight into the career opportunities available in the sector. The project aims to cover key national curriculum objectives from DT, science and geography.

Curriculum Objective Outcomes to be achieved:

Science

Animals including humans

- Find out & describe basic needs of animals, including humans, for survival (water, food & air).
- Describe importance for humans of exercise, eating the right amounts of different types of food, & hygiene

Geography

Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

DT

Use the basic principles of a healthy and varied diet to prepare dishes
Understand where food comes from.

Project Outputs:

- Understanding of key curriculum objectives (as above)
- Encounters with employers
- Greater understanding of career opportunities in the sector
- Visit local food production sites to better understand where food comes from
- Showcase presentation – differ presentations per groups
- Wider skill development

Session Content & Logistics:

Session	Curriculum Objectives	Content	Date/ Time	Resources / actions	Skills Builder
Hook lesson	<p>Science Describe importance for humans of exercise, eating the right amounts of different types of food, & hygiene</p> <p>DT Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from.</p>	<p>Visit to a local farm to learn about food production and growing of food – Where does this go? When does it grow?</p>	<p>Week beginning 29/04</p>	<p>RD to develop resources for the session</p>	<p>Step 2 – I listen to others and can ask questions if I don't understand.</p> 

<p>In class learning</p>	<p>Science Describe importance for humans of eating the right amounts of different types of food Find out & describe basic needs of animals, including humans, for survival (water, food & air).</p> <p>DT Understand where food comes from.</p> <p>Geography Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>Children will learn about foods: which are more/less healthy, then either sort foods, or plan, prepare and describe some healthy foods.</p> <p>Children to identify where different food comes from (fruit and vegetables) – Why some fruits and vegetables can only grow in certain countries and certain times of the year.</p> <p>Know that there are different temperatures around the world and experience what these feel like.</p> <p>Be able to use a range of suitable vocabulary to describe these differences.</p> <p>Begin to develop competence navigating a range of maps: google earth, atlases, globes and world maps</p> <p>Know that places get colder the further away from the equator they are and hotter, the closer they are to the equator</p> <p>Know more about living in a hot and cold place</p>	<p>Week beginning 22/04</p> <p>Science is taught weekly on Thursdays</p> <p>DT is taught on a 2 week rolling timetable on Thursday afternoon</p> <p>Geography is taught on a 2 week rolling timetable on a Monday afternoon</p>	<p>RD to develop resources for the session</p>	<p>Step 1 – I complete tasks by finding someone to help if I need them.</p>  <p>Step 2 – I work with care and attention to detail</p> 
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Visit	<p>Science Describe importance for humans of exercise, eating the right amounts of different types of food, & hygiene</p> <p>DT Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from.</p>	Visit to a local restaurant that uses local ingredients in their dishes.	19/06/24 visit to Hextol Tans Date TBC – Visit to Hjem.		<p>Step 2 – I imagine different situations and can say what I imagine</p> 
Prepping the showcase		<p>Children to prepare their food.</p> <p>Create presentations/videos</p>	10/07/24 – Cooking session as preparation for showcase		<p>Step 1 – I work well with others by behaving appropriately.</p>  <p>I know how to explain my feeling about something to my team</p> 
Showcase	<p>DT Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from</p>	<p>Community Kitchen containing food made by the children using local ingredients.</p> <p>Children present their findings on food production and balanced diets before providing a meal/snack for the audience.</p>	11/07/24		<p>Step 2 – I work with care and attention to detail.</p>  <p>Step 2 – I keep trying when things go wrong.</p>



Step 2 – I speak clearly to individuals and small groups I do not know.



Evaluation	<p>Students:</p> <ul style="list-style-type: none">- Did you enjoy the project?- What did you enjoy most about the project?- What did you enjoy most about the trip?- Tell me one new thing you learned during the project...- Tell me about a skill you feel you have developed during the project...- Are there any new jobs or careers you have learned about during the project?- Would you like to meet more people like (insert name) in the future? <p>Teacher:</p> <ul style="list-style-type: none">- Have you and your students enjoyed the project?- To what extent do you feel the project supported cross curricular learning? Please provide examples where possible.- To what extent do you feel you have developed your own skillset?- Is there anything you would change about the project if it were to be redelivered next year?- Do you feel you were sufficiently supported by the North East LEP to plan, deliver and work with partners during the project?- Any further comments: <p>Employer:</p> <ul style="list-style-type: none">- What did you enjoy most about facilitating project sessions with Year 2 students?			Please complete and return responses	Coordinate Employer responses

	<ul style="list-style-type: none"> - To what extent did you feel learners were able to engage with the session(s) you delivered? - How effective was the communication and organisation in the lead up to the sessions? Did you feel sufficiently supported? - Where capacity allows, would you like to be involved in more projects moving forward? - Thinking ahead to future project delivery, do you think anything could have been done differently to improve project planning, delivery and outcomes? <p>Any further comments:</p>		
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Actions:

- Develop wrap around lesson materials (RD)
- Co-develop project proposal plan (ALL)
- Visit Dates (TBC)
- Complete Risk Assessment and Trip Booking – Bus booked and parental consent etc. (RD)
- Meeting with employer (HG coordinate)