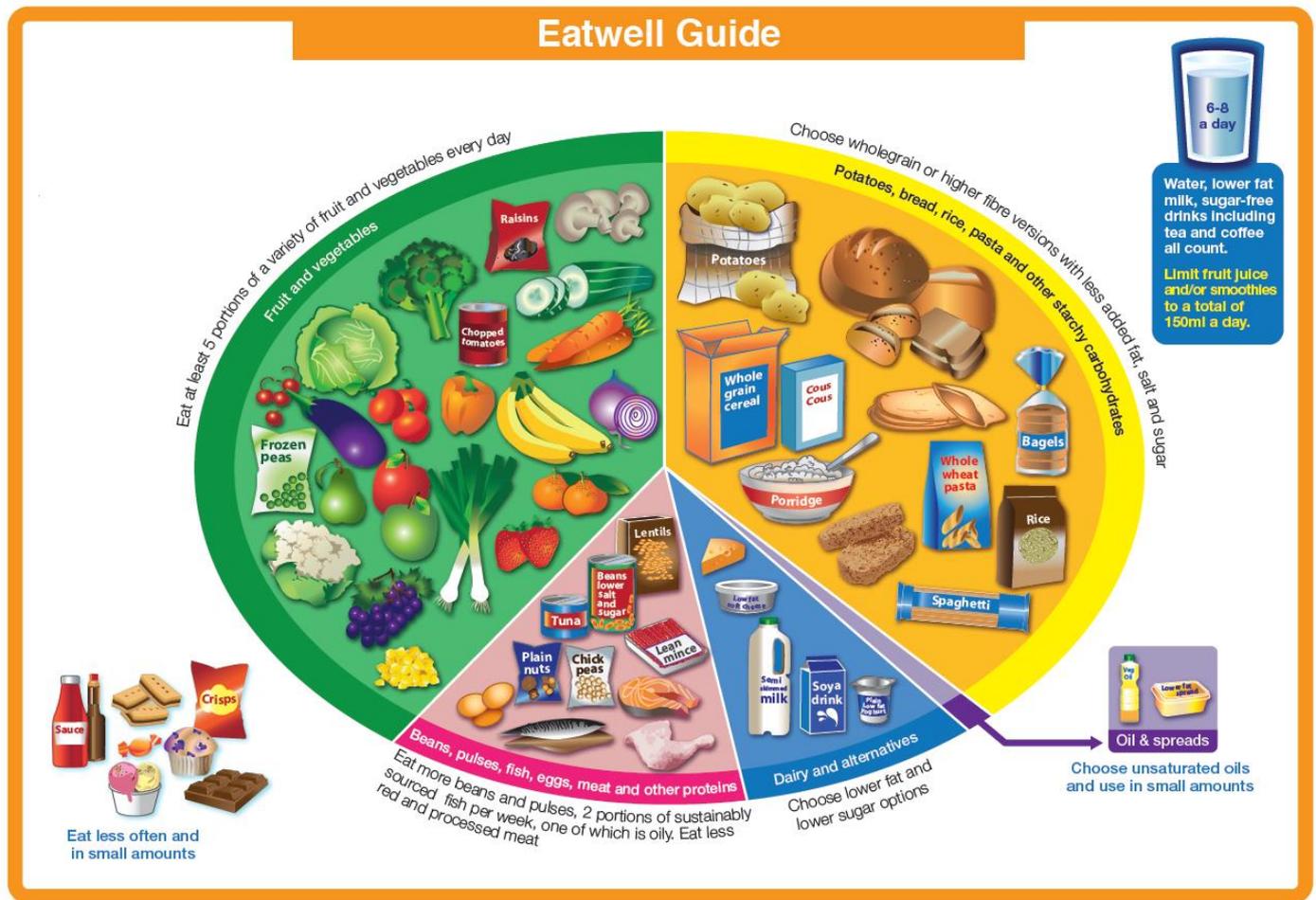




EATING WELL

Let's find out about eating well to keep ourselves healthy.

The foods you eat can turn you into a Super Hero. The Eatwell Guide below helps us see what we should eat and how much from each section we should eat to become Super Heroes.



Source: Public Health England in association with the Welsh Government, Food Standards Scotland and the Food Standards Agency in Northern Ireland

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Super Hero Challenge!

Be a Super Hero and use your powers. Choose foods from each of the food groups and draw them onto the right coloured section of the Eatwell Guide below.

Yellow - any type of bread, pasta, rice, couscous, noodles or potatoes. **These foods give us energy.**

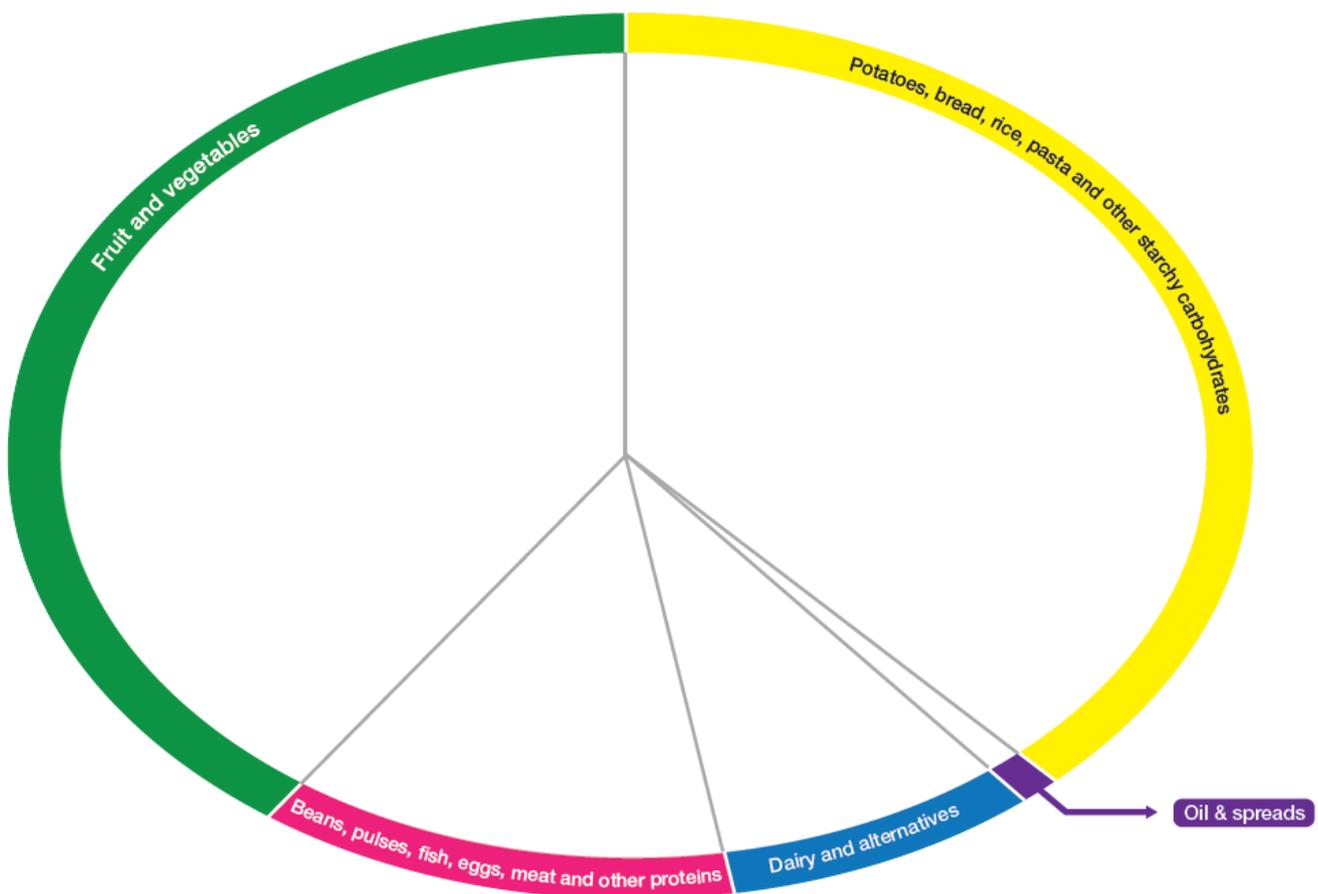
Green – any type of fruit and vegetables. **These keep us fit and healthy.**

Pink - different meats, fish, eggs or a non-dairy protein (lentils, chickpeas). **These foods help us grow properly and build strong muscles.**

Blue - different types of dairy foods made from milk such as cheese, yoghurt and fromage frais. **These foods help us build strong bones and teeth.**

Purple – we need a small amount of oils and spreads in our diets. **These foods provide a small amount of healthy fats.**

Drinks - a drink of water, glass of milk or fruit juice/smoothie (no more than 150ml). **These drinks keep us healthy and stop us feeling thirsty.**



Create your own Eat Well Super Hero!

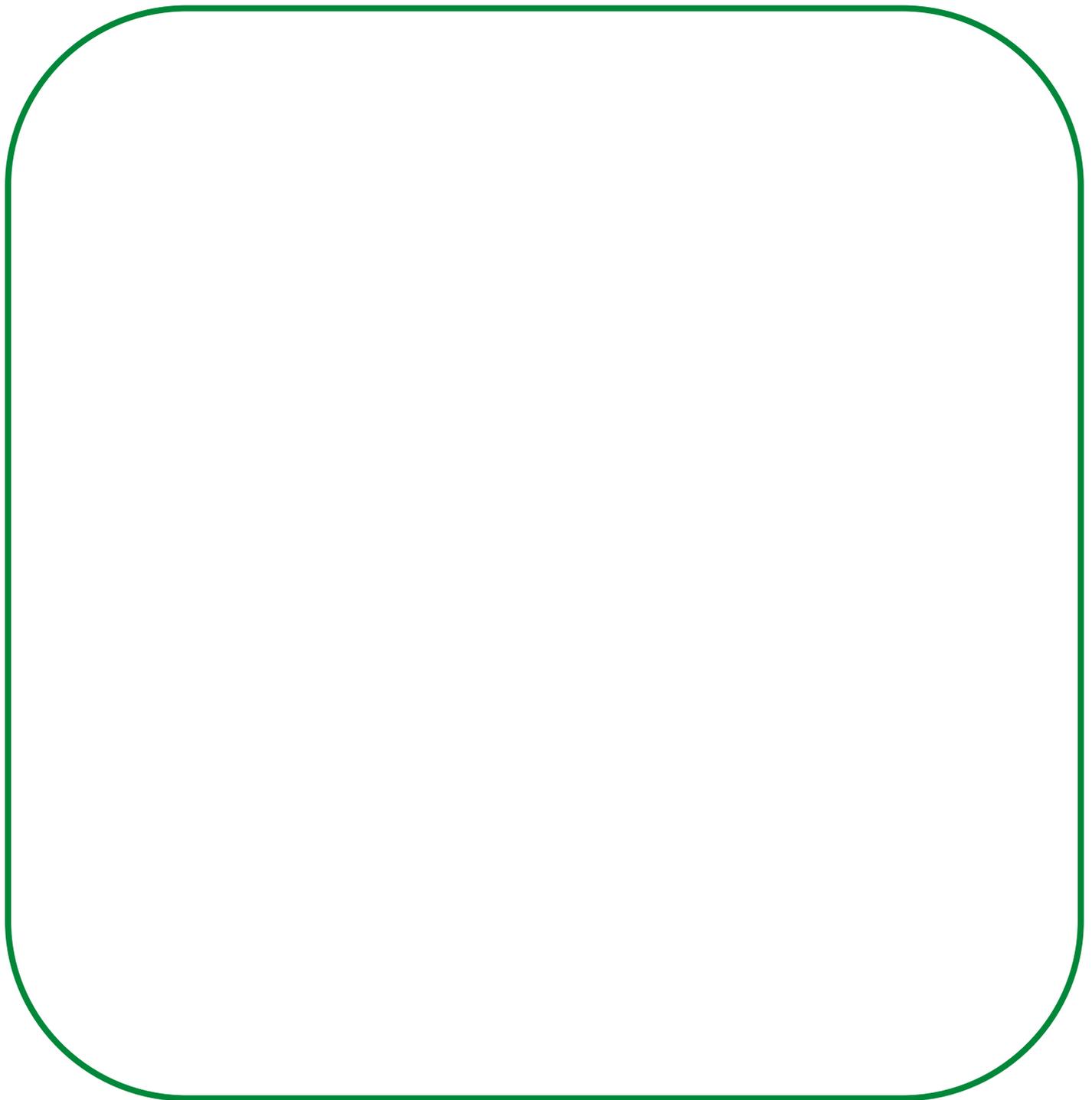
Choose one of the food groups and make up a super hero who has special powers because they eat foods in that group.

For example, Captain Carbohydrate has incredible energy so he can outrun all his enemies or Dan Dairy who can bite through metal with his extra strong teeth!

Discuss the following things:

What is their name? What do they look like? What special powers do they have? What is their favourite food?

Draw a picture of your Super Hero or write a story about an adventure that they have had.





EASY PEASY PIZZA

This is the best pizza recipe for making with kids. Simple, quick, fun to make and tasty - all at the same time.

The nutrient profile of a home-made pizza is so much better than shop bought; lower in fat, salt and sugar. Pile high with vegetable toppings and enjoy.

Can be made gluten free simply by swapping the flours to their gluten free equivalents.



Skill Check (as appropriate for each Key Stage):

Follow a recipe; follow food safety & hygiene rules; use a timer to cook correctly; tidy away; mix to form a dough; knead; shape dough; use weighing scales; cut using bridge/claw knife technique safely; use a box grater safely; spread with a knife/spoon.

Equipment: Fork, bowl, spoon, weighing scales, rolling pin, baking sheet, stick blender or food processor.

Allergens*: Wheat | Milk

Ingredients (makes 4 individual 20cm pizzas):

- 140g wholemeal self-raising flour
- 140g white self-raising flour
- 200ml Greek yoghurt (0% fat)
- 200g canned tomatoes
- 1 tbsp tomato puree
- 1 pinch of oregano
- 100g mozzarella (grated)
- Toppings of your choice e.g. sliced tomatoes, mushrooms, peppers, courgettes, sweetcorn, red onion, chilli flakes

Method

1. Put the self-raising flours in a bowl and stir in the yoghurt, first with a fork and then bring together to form a dough using your fingertips and knead.
2. Turn out the dough on a lightly floured surface and divide the dough into 4 pieces.
3. Roll out each piece into a circle about 20cm and place on a baking sheet.
4. Blitz the tomatoes in a food processor or with a stick blender, then stir in the tomato puree and oregano.
5. Spoon two dessertspoons of sauce onto the base and spread evenly.
6. Top with a little mozzarella and then your chosen topping.
7. Cook in a preheated oven at 220°C for 10-12 minutes.

**Please note the allergens listed are indicative only. Allergens vary depending on brand; check the labels on the products you use.*



EASY PEASY PIZZA Nutrition Information



The Eatwell guide shows the proportions of the main food groups that form a healthy, balanced diet:

- Eat at least 5 portions of a variety of fruit and vegetables every day
- Base meals on potatoes, bread, rice, pasta or other starchy carbohydrates; choosing wholegrain versions where possible
- Have some dairy or dairy alternatives; choosing lower fat and lower sugar options
- Eat some beans, pulses, fish, eggs, meat and other proteins (including 2 portions of fish every week, one of which should be oily)
- Choose unsaturated oils and spreads and eat in small amounts
- Drink 6-8 cups/glasses of fluid a day

Energy, sugar, fat and salt per serving

Per 326g serving

ENERGY
1757kJ / 416kcal **21%**

LOW **FAT**
6.5g **9%**

LOW **SATURATES**
3.6g **18%**

LOW **SUGARS**
11.0g **12%**

MED **SALT**
1.1g **18%**

% of an adult's reference intake
Typical values per 100g : Energy 539kJ / 127kcal

Notes

A **traffic light system** is used on nutrition labels to make it easier to see which foods and drinks are lower in calories, fat, sugar and salt. Try and choose more 'greens' and 'ambers' and fewer 'reds', and stick to smaller portions of 'reds'.

Just because a recipe or a food has a red traffic light doesn't mean you shouldn't eat it. Understanding why a food or recipe might have a red light can be helpful. For example oily fish is high in total fat and so any recipe containing oily fish is likely to be 'red' for fat. But it is recommended that we eat oily fish at least once a week because the type of fat it contains is beneficial for our health.

% Reference Intakes are also shown. Reference Intakes are guidelines about the approximate amount of particular nutrients and energy required for a healthy diet (based on an average-sized woman doing an average amount of physical activity). Most children will require less than these Reference Intakes. The contribution of one serving of a food or drink to the Reference Intake for each nutrient is expressed as a percentage.

So, thinking about Easy Peasy Pizza ...

Greek Yoghurt is an excellent source of protein and calcium and contains good amounts of vitamin A, B vitamins and the mineral zinc.

Vegetables are so good for us! Low in fat, sugar and calories and high in vitamins and minerals. Add a range of different vegetables for your pizza toppings.

Mozzarella cheese is lower in fat and salt than hard cheeses, but it should still be used sparingly to reduce fat and salt.



GET PHUNKY IN 15 MINUTES WITH THE PHUNKY15



A series of 15 minute physical activity ideas that you can do in the classroom with no equipment or apparatus. The children can even do this in their school uniforms – no need to get changed. So there really is no excuse, start now, get active, get Phunky with Phunky15.

The warm up...

Cat Stretch - In a space the children should kneel down on all fours so their hands are beneath their shoulders and knees beneath their hips. Round your spine upwards like a cat arching it's back and hold for a few seconds. Then drop your back so it makes a hollow like a cat ready to attack. Repeat 3 times.



Main activity...

Chair Aerobics - Pupils should sit on their chair with enough space around them to stretch their legs. Shout out different actions that the children should carry out whilst sitting in their chairs. Hiking – pupils swing their arms while lifting their knees and tapping their toes; Swimming – pupils move their arms as though doing front crawl and kicking their legs in a flutter kick; Cycling – pupils hold onto the seat of their chairs and pedal their legs as though riding a bike; Canoeing – pupils use an imaginary oar to paddle their canoe from side to side.

Cool down...

Big balloon - Every pupil pretends they are a balloon, which is slowly being inflated. With every breath taken, slowly stand from a squatting position, getting bigger and bigger. Slowly extend the hands and feet away from the body, until with a big bang, the balloon bursts. (Fall to the ground and lie there for a count of 10). Repeat three times.





HAPPY SPACE MEDITATION - 10 minute Mindfulness practice

WALT What Am I Learning Today?

- To notice how it feels to be happy.

WILF What I am Looking For?

- To be able to describe where I feel happy.
- Draw a picture of where I feel happy (to extend the practice).

Guidance and preparation

- Children to choose their own comfortable position eg lying or sitting (in or outdoors).

Resources

- Chime bar (any percussion instrument).

Useful for...

A calming practice to end the school day or week.

Activity (8 minutes)

1. Teacher to ask children to close their eyes (if comfortable) or lower gaze to the floor.
2. Children to take 2 deep breaths to settle.
3. Teacher to use chime bar to signal start of the practice.
4. Teacher to ask the children to think of their favourite place and to guide practice with occasional questions.
5. Imagine your favourite place: "What can you hear?", "What can you see?"
6. "What can you smell?" "What colours do you see?"
7. Remind children that they don't need to put their hands up to answer the questions.
8. Children to listen and think of their response quietly inside their own heads.
9. Teacher to close the practice by using the chime bar.

Discussion (2 minutes)

- Where is your favourite place?
- What did you see and hear?
- What colours did you see?