

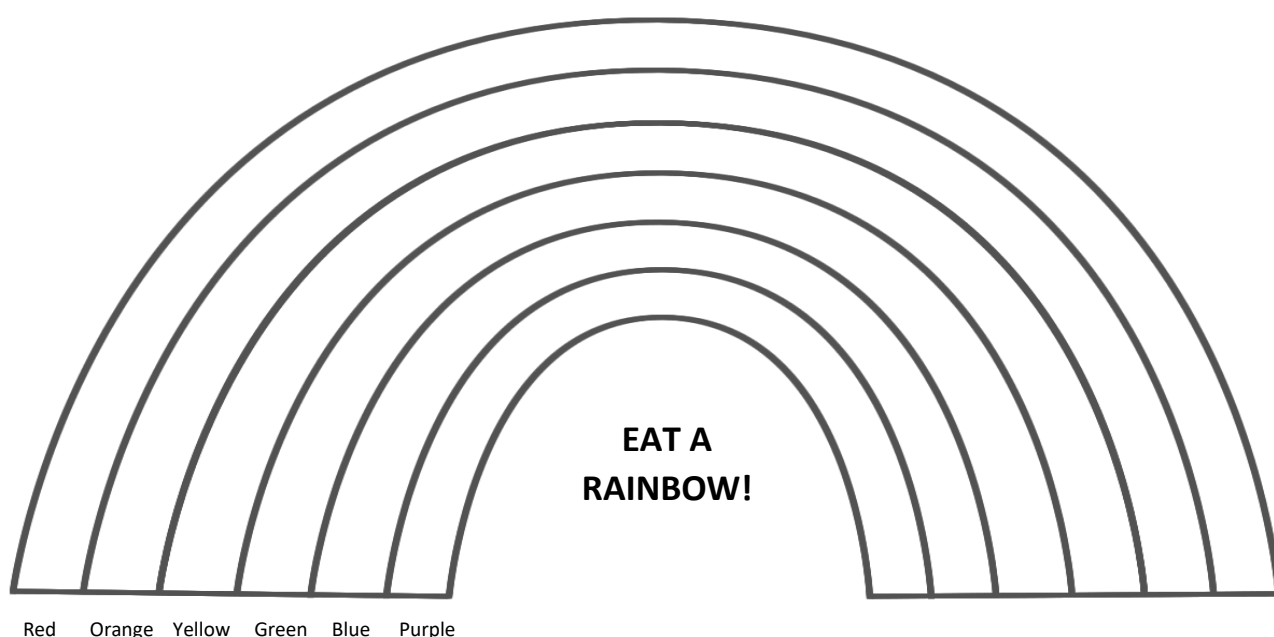


## STRIVE FOR 5

Did you know we should all eat 5 portions of fruit and vegetables a day?

### What is a portion?

An adult portion of fruit or vegetables is 80g, but to find out how much your portion size is (it's different for every child!) you need to cup your hand and see what fits in. This is a portion. Try it with some different fruit and vegetables such as an apple, some grapes or even some peas.



### Fill the rainbow!

Think of different fruit and vegetables and write or draw them onto your rainbow. Make it as colourful as you can!

If you run out of ideas for fruit and vegetables, ask members of your family. Remember that fresh, frozen, tinned, dried and juiced all count! Which ones are your favourites? Are there any you haven't tried?

### How can you eat your five a day?

Think about how you can eat your five portions of fruit and vegetables in a day. Here's an example: Banana with breakfast – orange juice mid-morning – salad in your sandwich – apple at snack time – peas with dinner.

Record in the table on the next page how you have eaten your five a day!

## STRIVE FOR 5

<b>Breakfast</b>	Fruit or vegetables you have eaten
<b>Mid Morning</b>	
<b>Lunch</b>	
<b>Afternoon</b>	
<b>Dinner</b>	

Supercrunch is a lovely recipe that can be made for breakfast, as a snack or for a pudding. You could try making it with lots of different fresh, canned or frozen fruits. The recipe is on the next page.



## SUPERCRUNCH

Supercrunch is a cold pudding which can be put together in minutes! There are endless variations to this recipe ... use any fresh or stewed fruit of your choice (ideally use in-season fruit, it will usually be cheaper), try different yoghurts, swap the yoghurt for custard, sprinkle on cinnamon, add seeds or chopped nuts ... just have super-crunchy fun!



**Skills Check:** Follow a recipe; follow food safety & hygiene rules; cut using the bridge/claw technique safely; use measuring spoons; use weighing scales garnish & decorate; tidy away.

**Equipment:** Knife, chopping board, weighing scales, spoons, serving glasses or bowls (or plastic cups)

**Allergens\*:**

Gluten | Milk

**Ingredients (serves 2):**

- 160g fresh fruit, cut into small pieces (e.g. grapes, kiwi, strawberries)
- 150g pot plain low-fat yoghurt
- 1 tsp runny honey
- 50g crunchy oat cereal / granola

**Method**

1. Divide the prepared fruit between the glasses or bowls.
2. Stir the honey into the yoghurt, then divide the yoghurt between the glasses or bowls.
3. Sprinkle the oat cereal on top.

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



## SUPERCRUNCH Nutrition Information

### The eatwell plate

Use the eatwell plate to help you get the balance right. It shows how much of what you eat should come from each food group.



Department of Health in association with the Welsh Assembly Government, the Scottish Government and the Food Standards Agency in Northern Ireland

The eatwell plate helps us take a look at what we eat during the day (including any snacks) and shows us we need to try and eat:

- plenty of fruit and vegetables
- plenty of bread, rice, potatoes, pasta and other starchy foods – choose wholegrain varieties when you can
- some milk and dairy foods
- some meat, fish, eggs, beans and other non-dairy sources of protein
- just a small amount of foods and drinks high in fat and/or sugar.

### Energy, sugar, fat and salt per serving

Per 184g serving

**ENERGY**  
912KJ / 216kcal **11%**

**LOW** **FAT**  
5.1g **7%**

**LOW** **SATURATES**  
2.1g **11%**

**MED** **SUGARS**  
24.3g **27%**

**LOW** **SALT**  
0.2g **4%**

% of an adult's reference intake

Typical values per 100g : Energy 202KJ / 48kcal

### 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 Supercrunch ...

**Fruit** is generally low in fat and calories and high in fibre.

Fruit offers an array of important vitamins and minerals, and also contains phytochemicals which may help protect our bodies against diseases.

**Yoghurt** is an excellent source of calcium, and a good source of Vitamin D for strong teeth and bones.

**Oats** provide starchy carbohydrate, which gives us slow-release energy, and they are also a good source of fibre.



## GET PHUNKY IN 15 MINUTES WITH THE PHUNKY15



A series of 15 minute physical activity ideas that you can do in the home with no equipment or apparatus. The children can even do this in their normal clothes—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 its 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...

**Indoor Circuits** - Set up 4 stations (or highlight 4 activities) for children to complete. Split children into 4 groups and designate each one a station (or activity) to complete. Explain that the children will complete this activity for 2 minutes and then swap, so that each child will have completed all 4 activities.

Station 1 – Run on the spot kicking your heels high up behind you

Station 2 – Touch the floor with both hands then jump on high

Station 3 – Touch your right hand to left knee, bounce, then left hand to right knee and bounce

Station 4 – Sit on a chair, grip the sides and extend legs in front then bring them towards your chest.

### Cool down...

**Tall then Small** - Play some slow, soft music and ask children to dance making themselves as tall as possible. Tell the children to make themselves smaller as the music plays until they are sat or laid on the floor with their eyes closed. Slowly turn the music down and then off.





## MINDFUL SEEING - 10 minute Mindfulness practice

### WALT What Am I Learning Today?

- Directing attention onto chosen object.
- Holding focus for sustained period of time.

### WILF What I am Looking For?

- Sit or stand still without speaking.
- Describe the object they were focusing on.

### Guidance and preparation

- Outside, standing or sitting in circle with backs to each other, looking outwards. (If wet day, in the house looking out).

### Resources

- Chime bar or any percussion instrument.

### Useful for...

- Improving concentration and focus.
- Developing descriptive language skills.

### Activity (5 minutes)

1. Children to sit or stand in a circle but looking outwards.
2. Adult to ask children to focus on an object eg in or outside the house.
3. Ask children to pay particular attention to qualities of object eg shape, colour, movement, light, shade etc.
4. Adult to start and end practice with chime bar.

### Discussion (5 minutes)

- Children to describe what they noticed about the object.
- How could you describe the colours noticed in your object?
- Did you notice anything about your object that you haven't noticed before?