



WHERE DOES OUR FOOD COME FROM?

Let's think where our food comes from.

We can get our food from lots of different places. Food can be grown at home or bought from local farms and markets, shops, supermarkets or cafes.

Discuss with an adult what you have eaten today. Then think about which of the foods have come from a plant and which have come from an animal. Write them in the correct place below.

Remember, some foods like a sandwich will have more than one ingredient!

| Food that comes from plants | Food that comes from animals |
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Think about producing your own food!

Imagine that there are no shops where you live and your family has to produce all your own food in the garden or nearby land. Which plants would you grow and which animals would you keep for food?

Get a big sheet of paper or card – maybe use part of a cereal or other type of box. Using the pictures below, cut them out and make a collage of your “food garden”. You could add your own pictures and drawing.

Think about:

What kind of food would you get from the plants and animals?

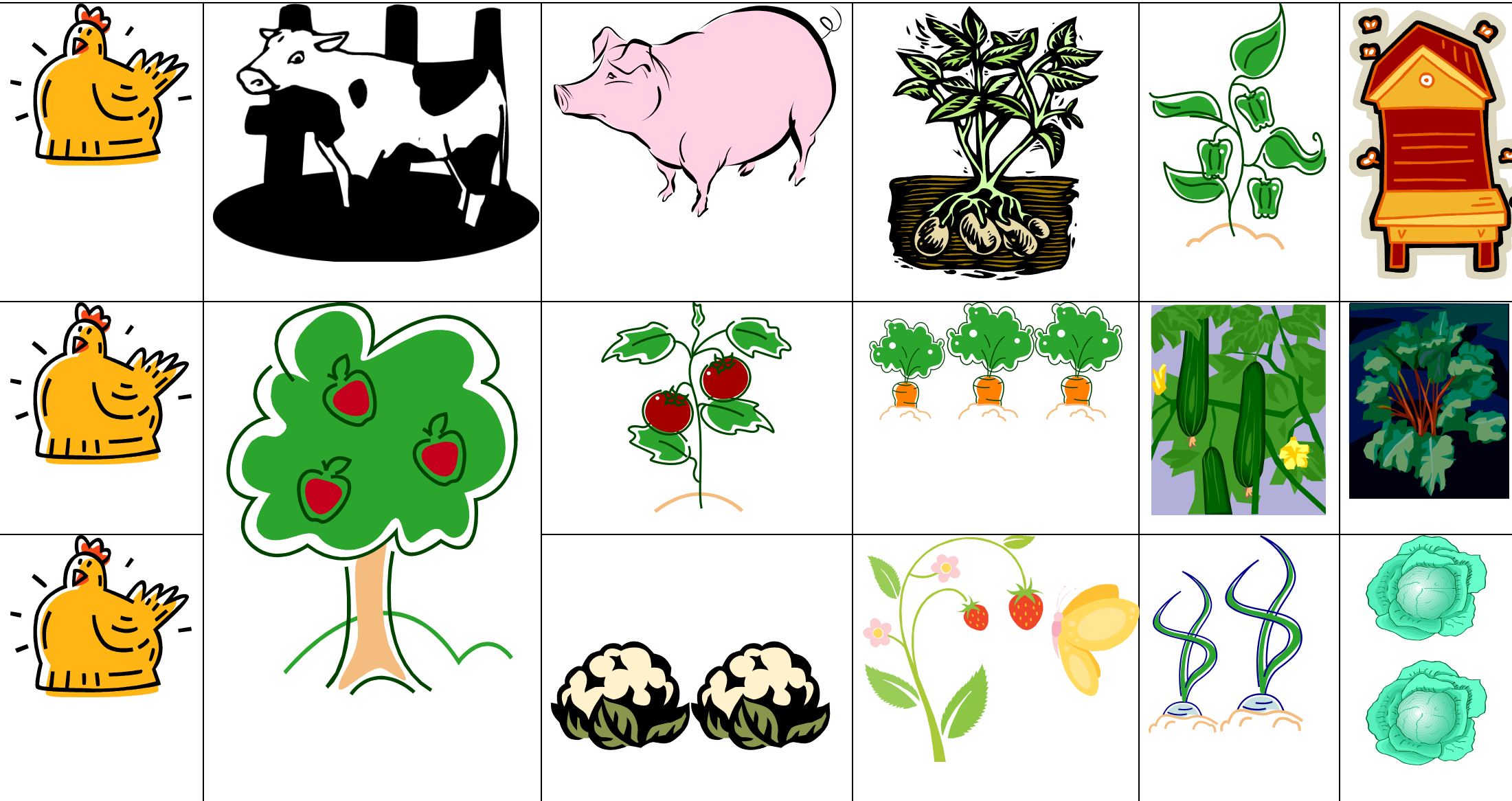
What kind of jobs would you have to do to care for the plants and animals?

For example: watering plants, feeding animals, providing shelter from bad weather.



My Food Garden Collage

Cut out and stick the pictures of all the things you want in your food garden





PROPER TASTY PASTA

A great recipe to try and tempt fussy eaters! Try varying the veg in the tomato sauce - butternut squash, sweet potato & peppers work well. And don't forget you can always make a big batch and freeze portions for a quick pasta meal on busy days.



Skills Check: Follow a recipe; follow food safety & hygiene rules; tidy away; use measuring spoons and cups; use a jug to measure liquids; chop using bridge/claw technique; use a box grater safely; crush garlic; use a colander; use a hob (with adult supervision).

Equipment: Saucepans, frying pan, knife, chopping board, box grater, wooden spoon, measuring spoons, measuring jug, hand blender, colander.

Allergens: Gluten | Celery | Eggs | Sulphites

Ingredients (serves 2):

- 250g passata
- 100 ml water
- 1 medium carrot, washed and grated
- 1 small red onion, peeled and finely chopped
- 1 small courgette, washed and grated
- 2 mushrooms, washed and sliced
- 1 tbsp tomato ketchup (reduced salt and sugar)
- 1 tbsp olive oil
- 1/2 tsp yeast extract
- 1 clove garlic, finely chopped
- 1/2 tsp dried mixed herbs
- 125g wholewheat penne pasta
- 225g turkey mince

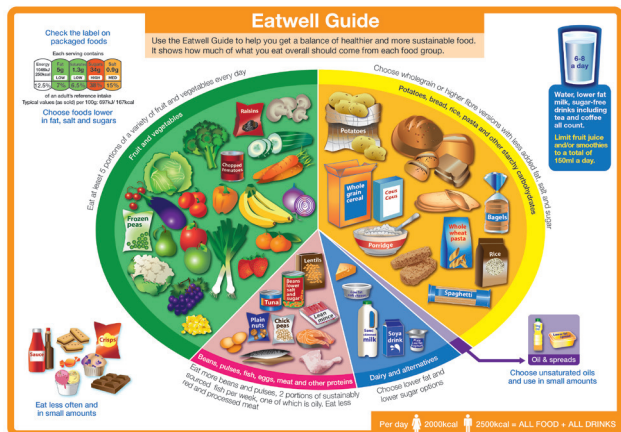
Method

1. Heat half the oil in a saucepan. Add the chopped onion and cook over a medium heat, stirring often until the onion is soft.
2. Add the garlic and cook for 1 minute.
3. Add the grated carrot, courgette and sliced mushrooms and cook for 5 minutes.
4. Add the passata, tomato ketchup, and herbs. Bring to simmering point and cook over a low heat for about 30 minutes.
5. Meanwhile heat the other half of the oil in a frying pan and add the turkey mince over a medium heat, turning often and breaking clumps up with a wooden spoon so it browns evenly. Then add yeast extract and boiling water and leave to simmer, stirring occasionally, for around 20 minutes.
6. In another saucepan, bring a pan of water to the boil and add the pasta. Boil until the pasta is just tender (about 10-12 minutes) and drain off the water using a colander.
7. Blend the tomato sauce until smooth using a hand-held blender.
8. Add the cooked turkey mince and pasta to the sauce, stir well and allow to simmer together for another few minutes.
9. Divide between the bowls to serve.

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



PROPER TASTY PASTA 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

So, thinking about Proper Tasty Pasta...

Pasta is low in fat and a good source of carbohydrate and fibre. Wholewheat varieties contain 2.5 times more fibre than white, and a diet rich in wholegrains has been shown to lower the risk of diabetes, heart disease and some cancers.

Tomatoes (passata) are really good for us containing a wide range of vitamins and minerals. They also contain lycopene, a type of antioxidant which can help protect our bodies from disease.



Energy, sugar, fat and salt per serving

Per 475g serving

ENERGY
2267kJ / 539kcal **27%**

MED **FAT**
14.5g **21%**

LOW **SATURATES**
3.7g **18%**

LOW **SUGARS**
17.1g **19%**

LOW **SALT**
1.0g **17%**

% of an adult's reference intake

Typical values per 100g : Energy 477kJ / 113kcal

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

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 home clothes – no need to get changed. So there really is no excuse, start now, get active, get Phunky with Phunky15.

The warm up...

Mr Men - Name a Mr. Man and ask the pupils to move/act like him e.g. Mr Small, Mr Bounce and Mr Jelly. Finish off with Mr Tall making sure pupils reach and stretch right up into the air.



Main activity...

Skipping - Get the children to imagine they have a skipping rope and are going to carry out a variety of different types of skipping. Call out various actions which the children should copy i.e. small bounces, big bounces, turning around, jumping side-to-side, jumping with a partner, crossing the rope over, skipping on one foot, alternating feet etc ...

Cool down...

Getting Ready for Bed - Explain to the children that they will pretend they are getting ready for bed and carry out all the activities needed to get ready on the spot. The adult (or another child) must call out the actions and demonstrate them for children - put on your pj's, brush your teeth, wash your face, get into bed and lie on the floor sleeping.





MINDFUL STORY OR POEM -10 minute Mindfulness practice

WALT What Am I Learning Today?

- Developing listening skills.
- Improving attention and concentration.
- Notice mind wandering and any distractions.

WILF What I am Looking For?

- Ability to move into own personal space.
- Pay attention and listen carefully.
- Able to discuss characters' feelings and thoughts.

Guidance and preparation

- Children sit on their chairs or in own space on the carpet.
- Use chime bar to signal the beginning and end of the practice.

Resources

- Well known story or poem that the children are familiar with.
- Chime bar (any percussion instrument).

Useful for...

Quietenng/calming down at the end of the day.

Activity (6 minutes)

1. Ask children to take 2 mindful breaths and settle into their own personal space.
2. Choose a well known short story or poem (could be an extract from a favourite story).
3. Ask children to pay particular attention to characters' thoughts and feelings to help them to be able to discuss this afterwards.
4. Adult to read aloud to the children and children listen carefully.

Discussion (4 minutes)

- Did you notice your mind wandering?
- Did anything distract you from paying attention?
- How do you think the characters' felt?
- What could they be thinking?