



LET'S CELEBRATE!

Let's celebrate with food

Food is used at times of celebration in every family. Celebrations are often times when families and friends come together to share special occasions, such as birthdays or at Christmas. We live in a multi-cultural nation with families from all over the world, so lots of different foods are eaten during celebrations.

What special times of the year do you celebrate? Does your family have particular foods you like to eat during celebrations? Discuss with an adult why you would choose the foods you like to include.

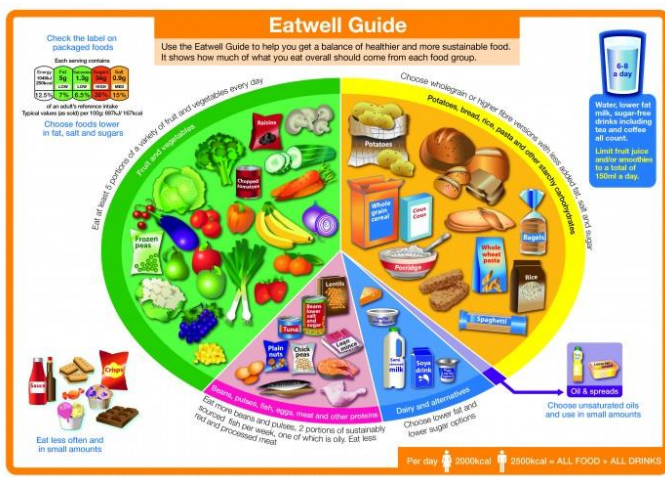


End of Term Celebrations

Make a plan to celebrate the end of your term in your garden or the park.

What foods would you like for your picnic? Chat with grandparents, an aunt or uncle and your friends and ask them what foods they would like to have at the celebration. Are the foods they suggest the same as your ideas or different? Ask them why they have chosen their foods.

Write or draw pictures of all the foods you want to include for your picnic in the box next to the Eatwell Guide below. Do you have foods from all of the sections of the guide?



Food for my Picnic

Picnic Invitation

Now think about who you would like to celebrate with and write their names in the invitation below. Don't forget to ask grandparents, aunts and uncles, as well as your own family and friends. Think about where it could be, a suitable date and what time it could start. Make it as colourful and interesting as you can!



PICNIC INVITATION

Place: _____

Date: _____

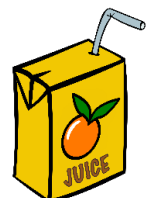
Time: _____

I would like to invite the following people:

Delicious food that we will eat:

Games that we will play:

Please let me know if you can come!





POPCORN CHICKEN

These herby chicken bites are so moreish and very versatile. Have them as a main meal with a salad, vegetables and jacket potato or pop them in a wrap with some lettuce for lunch. They're also great on their own to serve as a nibble at parties.



Skill Check: Follow a recipe; follow food safety & hygiene rules; tidy away; use measuring spoons; use weighing scales; cut using bridge/claw technique safely; crack an egg; beat an egg; coat e.g. goujons; use a hob (with adult supervision).

Equipment: Weighing scales, measuring spoons, fork, 2 spoons, 2 large bowls, 1 medium bowl, garlic crusher, 2 baking trays.

Allergens*: Wheat | Gluten | Egg
May contain soya.

Ingredients (makes 4 portions):

- 450g chicken breast
- 1 tsp oregano
- 1 tsp rosemary
- 1 garlic clove, crushed
- 100g plain flour
- Freshly ground black pepper
- 2 eggs, beaten
- 300g breadcrumbs

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

Method

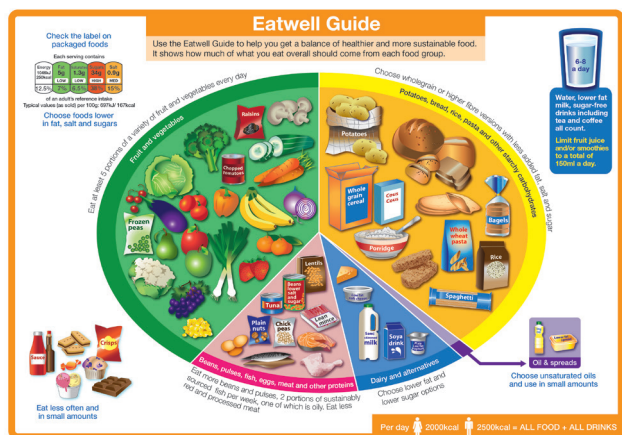
1. Preheat the oven to 190C / Gas Mark 5.
2. Cut the chicken into small bite-sized chunks (approx. 2cm pieces) and put in a large bowl.
3. Crush the garlic, add it to the chicken and mix together.
4. Crack the eggs into the medium bowl and beat them with a fork.
5. Weigh the flour into a large bowl, add the herbs and pepper and stir to combine.
6. Place your breadcrumbs in the third large bowl.
7. Working in small batches, dip the chicken pieces first into the egg, then into the herby flour and then finally into the breadcrumbs to coat before placing them on the baking trays.
8. Cook for 15 minutes until crispy and golden brown.

N.B. because the flour and breadcrumbs have come into contact with raw chicken, throw any that is left away.



POPCORN CHICKEN

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 194g serving

ENERGY
2167kJ / 512kcal **26%**

LOW **FAT**
5.6g **8%**

LOW **SATURATES**
1.1g **6%**

LOW **SUGARS**
3.8g **4%**

MED **SALT**
0.8g **13%**

% of an adult's reference intake

Typical values per 100g : Energy 1117kJ / 264kcal

So, thinking about Popcorn Chicken ...

Chicken is high in protein, and is a good source of B vitamins. Without the skin chicken breast meat is low in fat and calories.

Breadcrumbs are a good source of complex carbohydrates which gives us energy. It is also a good source of fibre and B vitamins. In general, wholemeal and whole-grain flours/bread tend to be more nutritious than white, and they also contain more fibre.



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...

Tight body stretch - Ask the children to make their whole body as tight and stiff as possible. Hold this for a count of five and release. Breathe in and out slowly. Now ask the children to tighten one body part at a time in the following order: one hand, both hands, one arm, both arms, one leg, both legs, buttocks, whole body. Now ask them to release each body part one at a time in the following reverse order: buttocks, both legs, both arms, both hands.



Main activity...

Down in the Jungle - Explain to the children that they have to pretend they are running through a jungle. The teacher will shout out commands and the children will act them out whilst standing in one spot. Commands include jump over logs; duck under branches; high knees through the quick sand; run from the tiger; tip toe past the snakes etc.

Cool down...

Noises - Ask the children to find a space to lie in and be quiet (or sit at their desk depending on availability of space). Ask them to close their eyes and listen to all the noises surrounding them. Can they hear their own breathing and their heart beat?





BREATHING HAND BALL -10 minute Mindfulness practice

WALT What Am I Learning Today?

- Awareness of the pace and rhythm of the breath.
- Noticing body sensations.

WILF What I am Looking For?

- Following the breath in and out of the body.
- Matching pace of breathing to hand movements.
- Ability to notice body sensations and breathing.
- Ability to bring yourself back into the present moment.

Guidance and preparation

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

Resources

- Chime bar (any percussion instrument).

Useful for...

Calming down activity when angry, upset or worried or to improve concentration and focus before a piece of work.

Activity (8 minutes)

1. Children to do 2 slow, deep breaths (mindful breath) before the practice starts.
2. Adult to demonstrate the practice using hands as the breathing ball.
3. Pretend you are holding an imaginary football.
4. On a breath in, move your hands slowly towards each other until your fingers touch.
5. Breathing out, move your hands away from each other and back to starting position.
6. Repeat the movement in time with the breath.
7. Children begin by exploring movement of the hands and when ready, match the movement to their breath.
8. Adult to signal end of the practice using chime bar.

Discussion (2 minutes)

- What did you notice about your breath and was it fast or slow?
- Can you describe the sensations felt in your hands eg touch, pressure or warmth?
- Can you describe the physical sensation of breathing eg awareness of cold air entering nose?