

Lesson 1: Decisions... decisions

How do you make your choices? What influences you?

Date:

Year Group/Class:

Links to National Curriculum, Food Teaching Guidance and School Food Plan

PSHE - Health and wellbeing:

1. Understanding healthy lifestyles and choices, including the benefits of physical activity, rest, healthy eating and what positively and negatively affects physical, mental and emotional health (including the media).
2. How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and begin to understand the concept of a 'balanced lifestyle'.
3. To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet.
4. To recognise how images in the media do not always reflect reality and can affect how people feel about themselves.

Sci - Animals, including humans: Find out about and describe the basic needs of animals, including humans.

English - Spoken language: Articulate and justify answers, arguments and opinions. Take part in improvisations and role plays with confidence.

Promoting and applying nutrition: Know that food and drinks provide energy in different amounts and that they give us long or short term energy.

Applying aspects of consumer awareness:

1. Recognise the wide range of factors involved in food and drink choice, including influences such as preference, ethical belief, availability, season, need, cost, packaging, food provenance, culture, religion, allergy/intolerance, advertising, body image and peer pressure.
2. Make informed choices using food labels and nutritional information.

Learning Outcomes

- Children will be familiar with Fun-Trition fundamentals.
- Children will understand that various factors may influence the decisions they make.
- Children will begin to consider how family, friends, teachers, celebrities and the media are influencing their decision making now.
- Children will begin to think about how they could be confident in making their own life choices.

Resources

White boards/paper pens for brainstorming, choice cards based on fundamentals, thought bubbles/white boards for recording ideas, questions on portal, programme overview for parents.

Lesson Objectives

1. Be familiar with Fun-Trition programme and the fundamentals.
2. Understand how influences from other people and media may be affecting decision making.
3. Children will consider how they can be confident and happy in making their choices.

Key Words

- | | | |
|----------------------------|---------------------|------------------|
| • Fun-Trition fundamentals | • Healthy | • Family/friends |
| • Eat Well | • Happy | • Celebrities |
| • Drink Well | • Confident | • Media |
| • Move Well | • Decisions/choices | • Magazines |
| • Sleep Well | • Influences | • Internet |

WALT

- Understand what might be influencing our choices about eating, drinking, sleeping and moving.
- Make confident choices.

WILF

- Can you tell me some things that may influence your decisions?
- Can you make some decisions and be confident in your choices?

Lesson 1: Decisions... decisions

How do you make your choices? What influences you?

Introduction	Differentiation
<p>Welcome to the Fun-Trition programme.</p> <p>Review the Fun-Trition fundamentals and celebrate the positive message and that these five simple things can lead to us having happy, healthy lives.</p> <p>Introduce the theme of personal choice and say we all make lots of choices every day/week/year and throughout our lives but that sometimes, without even realising it, our choices are not always completely our own. Think about right now in your life. What factors influence your decisions? If you are deciding what to wear to go to a cinema/party at the weekend, do you think about what your friends do or might think? Do you get fashion ideas from pop bands or celebrities? Do you think about what your parents like too?</p> <p>Together, brainstorm and list/display as many possible influences for our decisions and have these visible ready for the main activity.</p>	<ul style="list-style-type: none"> • Mix abilities for the drama tasks. • Adult support for extra explanation/groups who need extra explanation on home written task
Main activities - Thought bubble drama: Decisions... decisions	Plenary
<p>Children, in pairs, are given a selection of choice cards relating to the four fundamentals. These could be put in the centre of the table and each pair will work on one at a time. Each pair selects a card e.g.:</p> <p>Eat Well: What will I have for breakfast today?</p> <p>Move Well: what activities do I do on a Sunday</p> <p>Drink Well: what drink do I have when I get in from school</p> <p>Sleep Well: what time do I go to bed on a Saturday.</p> <p>They then come up with their own potential influences on white boards or thought bubbles. When each pair has jotted responses, they will swap and, sitting back to back, role play the choice. One child reads the question/choice while the other child voices the possible influences that the other has come up with. The first child then listens to this and makes a choice, saying "I choose..."</p> <p>Let the children explore a few scenarios together whilst the leader circulates and guides. Ask if any pairs feel comfortable enough to perform a thought bubble role play in front of class. Celebrate and praise all responses, remembering the objective is not the decisions they make but understanding all the possible influences that may be at play.</p>	<ul style="list-style-type: none"> • Round up and review, referring to WALT and WILF to assess outcomes. • Has thinking and talking about our choices helped us to realise all the ways we can be influenced? • How can we be strong enough to make our own decisions now and as we get older?
Parental interaction	Evaluation/assessment points
<p>Set homework task:</p> <ul style="list-style-type: none"> • At home, find examples of decisions from the week. For one choice you made, write down all the voices that may have influenced your decision 	<p>Check children's understanding against WALT at the end of the session.</p>

Lesson 2: Packed lunch v. school dinners

A menu design and survey

Year Four, Level One

Date:

Year Group/Class:

Links to National Curriculum, Food Teaching Guidance and School Food Plan

PSHE - Health and wellbeing:

1. What positively and negatively affects their physical, mental and emotional health (including the media)?
2. How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.
3. To recognise opportunities to make their own choices about food. What might influence their choices and the benefits of eating a balanced diet?

Relationships:

1. To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.
2. To listen to other people and play and work cooperatively.

Sci - Animals, including humans: Identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat.

Eng - Spoken language: Articulate and justify answers, arguments and opinions.

Writing composition: Using simple organisation techniques for persuasive writing.

Maths - Statistics: Interpret and present data using bar charts, pictograms and tables.

DT: Understand and apply the principles of a healthy and varied diet.

Designing and evaluating food: Select from and use a wide range of ingredients, according to their functional properties and aesthetic qualities.

Promoting and applying nutrition:

1. Apply current healthy eating advice and understanding of people's needs to develop diets for different individuals.
2. Are aware of the importance of a healthy and balanced diet, good oral health and being physically active for health and wellbeing.
3. Know that food and drinks provide energy in different amounts.
4. Know that a variety of food is needed in the diet and that these provide nutrients.

Understanding aspects of consumer awareness: Understand how the look, aroma and taste of food influences the choices that people make.

Taking a whole school approach:

1. Contribute to whole school planning for food education. Work collaboratively to enhance learning opportunities.
2. Support the whole school approach to food and the development of policies, understanding the position of food education in the health and wellbeing agenda of the whole school and work with school caterers where appropriate.
3. Use food lessons to motivate change in behaviour such as to influence uptake of healthier school lunch choices and improve the dining experience for all.

Learning Outcomes

- Children will be familiar with Fun-Trition fundamentals Eat Well and Drink well.
- Children will be familiar with the Eatwell plate and its role in creating a balanced meal/meals.
- Children know the sorts of foods in a typical lunch box and the food groups they represent from the Eatwell plate.
- Children will be able to apply their knowledge to design a balanced meal for school canteen.
- Children will consider the advantages and disadvantages for of lunch boxes and school dinners and be able to express and justify opinions.

Resources

Powerpoint as reference on lunchboxes/Eatwell plate etc., flash cards - foods, survey homework task, questions on portal, programme overview for parents.

Lesson 2: Packed lunch v. school dinners

A menu design and survey

Year Four, Level One

Lesson Objectives	Key Words
<ol style="list-style-type: none"> 1. Be familiar with Fun-Trition programm and fundamentals Eat Well and Drink well. 2. Understand how contents of a typical lunch box are representative of the Eatwell plate food groups. 3. Understand how a school dinner can be designed to be a balanced healthy meal. 4. Consider likes and dislikes and advantages and disadvantages of lunch boxes and school dinners and express and justify opinions. 	<ul style="list-style-type: none"> • Fun-Trition fundamentals • Eat Well • Drink Well • Move Well • Sleep Well • Eatwell plate food groups: fruits and vegetables, starchy foods, proteins, dairy, fats and sugars, salt • Balanced meal/menu • Advantages/disadvantages • Views/opinions • Justify
WALT	WILF
<ul style="list-style-type: none"> • Know which food groups are represented on the Eatwell plate. • Know which food groups are represented by a typical hot school dinner and packed lunch. • Use the Eatwell plate and food groups to design a balanced school dinner. • Express and justify our opinions. 	<ul style="list-style-type: none"> • Do you know about the food groups on the Eatwell plate? • Can you use this knowledge to design a healthy school meal? • Can you express your opinions about school dinners and say why (justify your opinions)?

Lesson 2: Packed lunch v. school dinners

A menu design and survey

Introduction	Differentiation
<p>Welcome to the Fun-Transition programme.</p> <p>Review the home task from last session and celebrate/reward responses.</p> <p>In this week's session, we are looking at Eat Well and Drink Well during the school day. Conduct a quick hands-up poll on packed lunches and school dinners for that day. Who would have packed lunch/school dinners every day if they could? Why? Link back to previous session on who influences our choices... parents/friends? Share WALT for lesson and look at Powerpoint on contents of typical lunch box. Is this a filling, healthy and balanced choice?</p>	<ul style="list-style-type: none"> • Children will have access to key words on flash cards. • Mix abilities for the menu design and have food flash cards available for ideas. • Some children may complete a visual menu with pictures and key words. • Adult support for extra explanation/groups who need extra explanation on home written task.
Main activities - Menu design	Plenary
<p>In groups, design a new menu for your school canteen. On each table, give each person or pair a different day of the week. Encourage children to think about foods they enjoy that are fairly easy to source and are affordable. Have the Eatwell plate visible to all and make sure meals include all the food groups and are balanced across the week.</p> <p>Remind children another thing to consider is keeping sugar and salt content low (refer to existing knowledge) but to have a good balance of ingredients. On each table, the task is also to share ideas to try to get a balanced menu across the week. Share ideas to encourage throughout the lesson.</p>	<ul style="list-style-type: none"> • Round up and review, referring to WALT and WILF to assess outcomes. • Allow children time to share their work and express and justify their opinions. • Share ideas on how we might change opinions about school lunches. Having a plate or a tray. Eating together round tables. Serving food at tables with monitors. Choosing in advance. • Could we report our ideas to the school councillors?
Parental interaction	Evaluation/assessment points
<p>Set homework task:</p> <p>During the week ahead in school, the class can conduct a survey of how many people have lunchboxes and how many have school dinners, why people choose that option. What are the barriers to school lunches at your school? Ask friends and their parents for their opinions from other classes too. Report back next session.</p>	<p>Check children's understanding against WALT at the end of the session.</p>

Lesson 3: Farm to fork

The journey our food takes to get to our plate

Date:

Year Group/Class:

Links to National Curriculum, Food Teaching Guidance and School Food Plan

PSHE - Health and wellbeing:

1. What positively and negatively affects their physical, mental and emotional health (including the media)?
2. How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.
3. To recognise opportunities to make their own choices about food. What might influence their choices and the benefits of eating a balanced diet?
4. To recognise how images in the media do not always reflect reality.

Sci - Animals, including humans: Identify that humans need the right types of nutrition from the foods that they eat.

English - Spoken language: Articulate and justify answers, arguments and opinions. Take part in improvisations and role plays with confidence.

DT - Cooking and nutrition: Understand the principles of a healthy, varied diet.

Promoting and applying nutrition:

1. Know that food and drinks provide energy in different amounts.
2. Know that a variety of food is needed in the diet and that these foods provide nutrients.

Applying aspects of consumer awareness:

1. Understand where and how a variety of ingredients are grown, reared, caught and processed and know the basic steps in producing food.
2. Making informed choices using food labels and nutritional information.

Learning Outcomes

- Children will be familiar with Fun-Trition fundamental, Eat Well.
- Understand that some foods we eat are more natural and some are more processed.
- Understand that processed food has been changed in factories and has lots of different ingredients added.
- Understand that processed food is less healthy for our bodies than foods that are closer to their natural form.

Resources

Powerpoint presentation, flash cards with different foods - processed and natural, food boxes opened out to nets.

Lesson Objectives

1. Understand where some food comes from naturally.
2. Understand where processed foods come from and how they may have been changed.
3. Understand that eating more natural than processed foods is better for eating well and staying healthy.

Key Words

- | | | |
|---------------------|----------------------------|--------------------------|
| • Eat | • Change | • Chicken/chicken nugget |
| • Drink | • Factory, | • Slaughter |
| • Ingredients | • Salt/sugar | • Minced |
| • Natural/unnatural | • Colourings/preservatives | • Additives |
| • Processed food | • Packaging | • Transported |

WALT

- Know that food takes a journey from the farms to our plates.
- Know foods that are changed less are natural and foods that have been changed more are called 'processed'.
- Understand some of the changes that may be made to change natural foods to processed.
- Know that eating more natural foods instead of processed foods is better for our health.

WILF

- Do you understand that food takes a journey from where it grows to get to our plates?
- Can you name some natural foods? Can you name some processed food?
- Do you know some of the changes that may be made to processed foods?
- Do you know that eating more natural foods instead of processed foods is better for keeping our bodies healthy?

Introduction	Differentiation
<p>Welcome to Fun-Trition.</p> <p>Celebrate responses from home task.</p> <p>Today we will be learning about Eat Well and the journey our food takes to get to our plates. Do children remember that food can come from plants or animals? Show real examples of animal-based food: a piece of beef (possibly picture) and a packaged beef burger, and plant-based food: a potato and a packet of waffles.</p> <p>Talk about where the food has come from, plants or animals and introduce the idea of the journey from farms to our plates. Where is the beef burger made? What changes are made to the potato to change it to a waffle? Do you think there will be many more ingredients? Look at packaging for the waffle/burger. Does the potato or piece of beef need a packet or have extra ingredients? Use terms natural and processed.</p>	<ul style="list-style-type: none"> • Adult support for extra explanation on home written task.
Main activities - The chicken race!	Plenary
<p>Children will look at the comparison of a roast chicken and a chicken nugget and we will experience the stages/processes involved through participation in/spectating drama.</p> <p>Chicken roast v. Chicken nuggets</p> <p>Move tables and chairs to create space for two small circles and an audience. In each circle, there will be eight children and the finished food example in the middle (plate with roast chicken example/ chicken nugget). The race begins with first child in each circle reading aloud the first card in their pack and acting out the process before running round the circle back to their place (to represent time taken). Some cards will just say 'pass to next player' (as roast chicken has less steps). After the last card, the final player goes into the centre to fetch the meal and return to their place to complete the race. Allow children spectating to discuss what they saw and talk about the changes made to the chicken in the form of the nugget. Swap roles and allow others to watch/take part.</p> <p>At the end, talk about more or less changes in natural and processed. Which food do children think are better for a healthy body and eating well? Which foods do they think taste better? Why? Allow children to explore and justify opinions.</p>	<ul style="list-style-type: none"> • Review referring to WILF to assess outcomes. • Talk about trying to eat more healthy, natural foods rather than processed foods but that occasionally, eating foods that are less healthy is ok. • It is important to remember that what we do over a long time will affect our bodies. • Finish with a reminder of all Fun-Trition fundamentals to give us healthy bodies and feel good. To do the things we want to do.
Parental interaction	Evaluation/assessment points
<p>Set homework task:</p> <p>Through the week, think about the foods and meals you eat. What foods are processed? Try to imagine the starting points/processes/stages they may have been through. Which foods do you eat that have not come far from the field/animal? Are they mainly fruit/vegetables?</p>	<p>Check children's understanding against WALT at the end of the session. Check further evidence in home food diary.</p>

Lesson 4: Targets for exercise

To understand how much and how often we need to move well

Date:

Year Group/Class:

Links to National Curriculum, Food Teaching Guidance and School Food Plan

PSHE - Health and wellbeing: Understanding healthy lifestyles and choices, including the benefits of physical activity, rest and what affects physical, mental and emotional health both positively and negatively.

Sci - Animals, including humans: Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Maths - Measurement: Compare durations of events, for example, to calculate the time taken by particular events or tasks.

English - Spoken language: Express and justify opinions.

PE:

1. Use running, jumping, throwing and catching in isolation and in combination.
2. Understand how exercise affects their bodies.

Learning Outcomes

- Children will be familiar with Fun-Trition fundamental, Move Well.
- Children will understand how much exercise is recommended for them on a daily basis.
- Children will understand how exercise improves physical and emotional wellbeing.
- Children will understand how they could try to reach personal targets.

Resources

Powerpoint/print outs from this to refer to, stopwatches/timers, individual white boards, pens for recording, outside space/hall

Lesson Objectives

1. Understand how much daily exercise the NHS recommends.
2. To record your current exercise.
3. To set personal targets for moving well and work out how to try and meet them.

Key Words

- Eat
- Drink
- Move
- Sleep
- Exercise
- Moderate
- Heart rate raised
- Daily requirements
- Hot
- Sweaty
- Vigorous

WALT

- To understand that there is a minimum recommended amount of exercise per day.
- Find many different ways to exercise daily.

WILF

- Can you tell me the NHS recommendations for daily exercise?
- Can you identify how you can move well everyday to try to get the recommended amount of exercise?

Lesson 4: Targets for exercise

To understand how much and how often we need to move well

Introduction	Differentiation
<p>Welcome to Fun-Trition.</p> <p>Celebrate, share and reward the homework from the previous session.</p> <p>Today we are thinking about moving well.</p> <p>Share WALT. Do you know why we should move well? How does it improve our health/physical/emotional wellbeing? This is why the government has a recommended amount of daily exercise.</p> <p>Ask the class how much exercise do they think they do every day? Refer to any previous experience on the Fun-Trition programme if the children have it. Who walks to school, plays football at lunch time, goes swimming after school? How much does this add up to? The target is 60 mins a day, including some moderate exercise, to raise our heart rates. Is it hard to meet this target every day?</p>	<ul style="list-style-type: none"> Mixing abilities will work well for the group tasks. Adult support provided for extra explanation on the home written task.
Main activities - Measure your moves	Plenary
<p>Refer to the Powerpoint, explaining each area of the recommendations from the NHS.</p> <p>Work through the Powerpoint answering and completing the tasks. You may want to move into the hall or an open space but not necessarily change into kit as exercises will be brief and akin to play time to give the idea of the levels recommended.</p>	<ul style="list-style-type: none"> On whiteboards in pairs, can children add up the exercise they think they did on the previous day or use present day? Encourage children to estimate minutes on each task and see if it adds up to the 60 minutes. Review this and refer to WILF to assess outcomes. Ask children to share an example of their calculations - how much exercise they do in a day. Discuss how you could fit more exercise into your daily/weekly routine. How do you think this will make you feel?
Parental interaction	Evaluation/assessment points
<p>Set homework task:</p> <p>If you don't normally walk to school, could you do this during the week? Or ask parents to park further from the school? Can you go for a bike ride or take the scooter each day? If there is a choice of escalator or stairs when you are out or about at the weekend, which do you take? Have you any of your own ideas for how to simply increase your daily movement and meet the target?</p>	<p>Check children's understanding against WALT at the end of the session. Check further evidence in home food diary.</p>

Lesson 5: Eggy business

Date: Year Group/Class:

Links to National Curriculum, Food Teaching Guidance and School Food Plan

PSHE - Health and wellbeing:

1. Understand the importance of a healthy lifestyle.
2. How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.
3. To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet.

Sci - Working scientifically:

1. Observing and using different equipment and methods.
2. Identifying differences, similarities or changes related to simple scientific ideas and processes.
3. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

Animals, including humans: Identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat.

States of matter:

1. Identify solids and liquids as states of matter. Observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens in degrees Celsius (°C).

Maths - Measurement: Use units of time and record accurately.

DT - Cooking and nutrition: Understand and apply the principles of a healthy and varied diet, prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques, understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

Food preparation: Apply skills and understanding to plan, prepare and cook simple dishes/menus safely and hygienically for a healthy, varied diet. Appreciate the value of eating together.

Promoting and applying nutrition: Know that a variety of food is needed in the diet, and that these provide nutrients.

Applying aspects of consumer awareness: Understand that look, aroma and taste of food influences choices. Use simple taste tests.

Learning Outcomes

- Children will be familiar with Fun-Trition fundamental, Eat Well.
- Children understand ingredients and classifying on the Eatwell plate.
- Children will know the nutritional content/benefits of an egg.
- Children will understand how one food product can be prepared and cooked in a variety of ways.
- Children will have an understanding of basic food hygiene.

Resources

Power point on eggs, eggs - cooked but un-shelled, raw eggs, bowls and whisks, hand wipes, paper and pens for posters, questions on portal, programme overview for parents.

Lesson 5: Eggy business

Lesson Objectives	Key Words		
<ol style="list-style-type: none"> 1. To know where eggs come from. 2. To know the parts/ structure of an egg. 3. To observe and understand how an egg can be changing through mixing and heating. 4. To gain practical experience in preparing and cooking eggs. 5. To understand and apply simple food hygiene rules. 6. To design an egg based recipe/ dish. 	<ul style="list-style-type: none"> • Funtrition fundamentals • Eat Well • Sleep Well • Move Well • Drink Well 	<ul style="list-style-type: none"> • Egg/free range • Chicken/hen • Barn • Protein/iron • Shell/yolk/albumin 	<ul style="list-style-type: none"> • Raw/cooked/hard boiled/ soft boiled/scrambled/ poached/omelette • Tidying • Changes
WALT	WILF		
<ul style="list-style-type: none"> • Know where eggs come from and the parts of an egg. • Understand how eggs can be changed. • Understand food hygiene. • Design an egg recipe. 	<ul style="list-style-type: none"> • Can you tell me about eggs? • Can you tell me how eggs can be changed by mixing and heat? • Can you safely crack/ shell / whisk/ cook an egg? • Can you design an egg recipe? 		

Lesson 5: Eggy business

Introduction	Differentiation
<p>Introduce the humble egg.</p> <p>Where does it come from (discuss free range), how much is it? What nutrition does it give us? What are the parts of an egg? Use Powerpoint.</p> <p>How many ways can we cook with it, i.e. boiled, poached, scrambled, omelette. What changes occur when we cook eggs? Use the Powerpoint and children's own experience.</p>	<ul style="list-style-type: none"> • Mix abilities for practicality in groups. • Adult support provided for extra explanation on the home written task.
Main activities - Cooking with eggs	Plenary
<p>According to the setup of the school classroom/access to kitchen, the following tasks can be made more or less practical - may/may not involve cooking.</p> <p>Have egg timers to illustrate how quick and easy eggs are to prepare. These activities are on printable resources but more could be added according to resources available.</p> <ol style="list-style-type: none"> 1. Raw/hard boiled/soft boiled egg comparison. 2. Whisking up eggs for scrambled. 3. Omelette design. <p>Allow children to handle eggs but emphasise food hygiene/safety throughout.</p>	<ul style="list-style-type: none"> • Review the lesson and how long it took to cook eggs - how simple they were yet a very healthy food. • Refer to WILF to assess outcomes. • Share our recipes and evaluate our learning.
Parental interaction	Evaluation/assessment points
<p>Set homework task:</p> <p>Find out where local eggs come from. Is there a farm nearby that sells eggs or a neighbour who has their own chickens? Can you try cooking with eggs at home and share your "eggs-perience " next week?</p>	<p>Check children's understanding against WALT at the end of the session.</p>

Lesson 6: Health Busters

Fundamental quiz time!

Year Four, Level One

Date:

Year Group/Class:

Links to National Curriculum, Food Teaching Guidance and School Food Plan

PSHE - Health and wellbeing:

1. Understanding healthy lifestyles and choices.
2. Know how to maintain physical health and well being.

Sci - Animals, including humans:

1. Describing and classifying the needs of humans.
2. Name body parts, describe how humans obtain food from different plants and animals.
3. Name food sources and describe the importance of eating the right amounts of different foods.

PE:

1. Understand how to lead healthy, active lives.
2. Experience simple exercises in running, jumping, balance, coordination and agility.
3. Understand the effects of exercise on the body.

Promoting and applying nutrition:

1. Aware of the importance of a healthy and balanced diet for health and wellbeing.
2. Know that a variety of food is needed in the diet, and that these provide nutrients.

Applying aspects of consumer awareness:

1. Awareness of appropriate portion sizes.
2. Understand influences on food choices.

Learning Outcomes

- Children will be familiar with Fun-Trition programme.
- Children will celebrate learning about being fit and healthy by taking part in quiz based on all the fundamentals.

Resources

Large Health Busters board on Powerpoint, questions/answers printed out for leader, colours - BLUE, GREEN, RED, YELLOW; buzzers.

Lesson Objectives

1. Review understanding of the Fun-Trition programme.
2. Develop understanding of everything learnt of the fundamentals through a team quiz.
3. Celebrate and reward our learning so far.

Key Words

- Eat
- Drink
- Move
- Sleep
- Fun-Trition fundamentals
- Plus key words from throughout this programme level

WALT

- Know that we can enjoy being healthy.
- Answer questions to demonstrate our knowledge of Eat/Drink/Move/Sleep Well.

WILF

- Can you answer questions to demonstrate your understanding of Eat/Drink/Move/Sleep Well?

Lesson 6: Health Busters

Fundamental quiz time!

Year Four, Level One

Introduction	Differentiation
<p>Share and celebrate the home task and then recap on learning throughout the programme in Year 4 to date.</p> <p>Review Fun-Trition fundamentals - Eat Well, Drink Well, Move Well, Sleep Well.</p> <p>Today is our quiz session and we will celebrate our learning through taking part in a team quiz called 'Health Busters'. Being healthy is fun and as easy as ABC!</p>	<ul style="list-style-type: none"> Children will have support and extra explanation as required.
Main activities - Health Busters!	Plenary
<p>Get the class into four equal teams. Give each team a theme:</p> <p>EAT = green, SLEEP = red, DRINK = blue, MOVE = yellow and get them to think of a healthy name for their team based on one of the fundamentals.</p> <p>Show them the board and describe the idea for the quiz where the object is to be the first team to make it across the board horizontally by turning the hexagons to their team colour.</p> <p>Fairly decide on which team starts and the order of play (highest roll on dice for example).</p> <p>Ask them to pick their first hex on left-hand side of board. Read a question and only change the colour if they answer correctly. If they get it wrong, another team can buzz in to gain the hex.</p> <p>If the question is answered correctly, the team in play can choose next hex and proceed for up to a max of three questions, after which play goes automatically to next team.</p> <p>The team to find a path all the way across the board are the winning Health Busters!</p>	<ul style="list-style-type: none"> Celebrate and reward session/programme with stickers and certificates.
Parental interaction	Evaluation/assessment points
<p>Set homework task:</p> <p>No task set.</p>	<p>Check children's understanding against WALT at the end of the session.</p>