

	Year group: Year 1	Area/topic: Create, Develop and Evaluate Products
	(objectives from NC/ELG/Development matters) understand where food comes from.	

Prior learning	Future learning
Children have experienced looking at, handling and tasting different fruits and vegetables.	Children will be able to explain where their food has come from and what must be included within a balanced and healthy diet.

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
Children should begin to look at the healthy eating plate and understand in a basic format that they should have a balanced and varied diet. Children should be taught the names of the food groups and discuss what food groups they have eaten that day and provide examples. Children should begin to understand where some of their foods and drinks come from e.g. milk from a cow. Burgers might also come from a cow.	Children to discuss and look at the healthy eating plate as a class. Children should be given the opportunities mostly for discussing and sharing their knowledge.
Key vocabulary	
Eat well plate, Healthy, Unhealthy, Balanced diet, Food groups	Children can be given opportunities for sorting foods into the food groups as well as matching the food to its original source.
Common misconceptions	Books linking to this area
Children might not understand how much of each food group they should have for a balanced diet. This does not always mean we would have the same amount of dairy as sugars per day.	Food Fight

Memorable first hand experiences	Opportunities for communication
<p>Children to discuss and look at the eat well plate.</p> <p>Children might want to role play being in a restaurant or the lunch hall whilst discussing their meals and understanding of the balanced food plate.</p>	<p>Children should discuss what they have eaten throughout a day as well as what they know about food.</p> <p>Children to talk through scenarios with adults about balanced and healthy meals.</p>

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Reasonable adjustments for pupils with SEND

<p>Communication and Interaction</p> <p>Visual aids Modelling - through the use of visualiser or 1:1 Simple instructions Use of WAGOLL Pre-teaching vocabulary Coloured paper</p>	<p>Cognition and Learning</p> <p>Repetition of skills Photo examples Check understanding regularly Artist work on the table, stuck into their books, stuck onto learning boards Verbal responses being scribed by adults Large scale if fine motor is a barrier</p>
<p>Social, Emotional and Mental health</p> <p>Allow access to a quiet area Give them a special role to boost their self-esteem Seat pupil with more confident friend - talking partners Now and next board Sand timer Step by step guides with visuals/pictures/photos</p>	<p>Sensory and Physical</p> <p>Chunky crayons/paintbrushes A range of tools/scissors Gloves for sensory issues Explore new materials Carpet space position Reduce background noise Mixing and painting with body parts</p>