

OBJECTIVES

- To be able to identify and name a range of foods.
- To recognise the importance of fruit and vegetables in a healthy diet.
- To understand that food is important because it helps us to grow.
- To recognise that eating too much – or too little – can make us ill.

RECOMMENDED TEXT

The Very Hungry Caterpillar

Eric Carle

WHOLE-CLASS INTRODUCTION

- Ask the children if they can remember being hungry – maybe they are hungry now? What happens when we are hungry? (Our tummies rumble, we feel tired and maybe irritable, etc.) Explain to the children that when their bodies need food, a message is sent to their brains telling them they need to have something to eat.
- Talk to the class about their favourite foods – have they ever eaten too much of this food and made themselves feel ill?
- Tell the children that the story – which they may already know – is about a caterpillar who ate so much he felt unwell. Make sure that the children know what a caterpillar is and show them the illustrations as you read through the book.
- At the end of the story, can the children name the foods the hungry caterpillar ate? Which food did he eat first? Do the children like it? Which food did the caterpillar eat most (fruit)?
- Who likes fruit? Can the children tell you the names of some fruits? Explain that the children can eat as much fruit as they like because it is very good for them and helps to stop them getting ill.
- Can the children remember what happened to the caterpillar on Saturday? How did the caterpillar feel and why?
- Can the children remember times when they have felt too full – maybe at a birthday party?

GROUP/INDIVIDUAL WORK

- Take in an example of all the food a person might eat in one day or over a week – you could use pictures or empty food cartons instead of the real thing. Ask the children to help you name the foods. Which ones do they like or dislike? Are there any foods that the children have never tried? Make sure the children understand where all this food goes and that they can't eat it all at once or they will have a tummy ache like the very hungry caterpillar.

Give them a range of food pictures and ask them to sort the pictures into sets to show which foods they can eat often and those they should only eat occasionally. Page 13 of the Photocopiable Resource Sheets provides support.

- Organise a simple food taste test (be aware of any children with food allergies and special diets). Invite the children to taste a range of fruits including, if possible, more exotic fruits such as mango or kiwi. Give the children a little taste of each fruit – which ones do they like and dislike? Which fruit is the most delicious? Their preferences could be recorded on a like and dislike chart.
- Look at the page showing what the caterpillar ate on Saturday. Using outlines of 'sick' and 'healthy' caterpillars, the children can cut out and paste different foods to stick in their 'tummies'. Discuss the reasons for their choices.
- Ask the children to paint their favourite food and use the paintings for a frieze or a display in the dining hall. Alternatively you could use paper plates and ask the children make a collage of their favourite meal – perhaps one savoury plate and one sweet. Add captions to show why it is their favourite food. Are the meals healthy?

PLENARY

- Establish that we eat a lot of different types of food each day which we need to make our bodies grow and be strong.
- Some foods we really like and some we don't. Reinforce that to stay healthy we can't eat our favourite foods all the time – we need to eat a mixture of things.
- Can the children recall the names of fruits and tell you why they are good for us?
- What happened to the hungry caterpillar when he ate too much? Make sure the children understand that eating too little is also not good for us.

VOCABULARY

food	like	dislike	too much
healthy	ill	favourite	vegetables
grow	fruit	hungry	too little

EARLY LEARNING LINKS

- **Numeracy:** Work with a bar graph or pictogram showing all the fruit eaten by the class over the week. Use the information for counting activities and comparisons such as most, fewer and the same.
- **Art:** Using the idea of butterfly wings, the children can paint a picture on one half of a piece of paper, folding and pressing to make a symmetrical pattern.

Healthy Eating (2)

OBJECTIVES

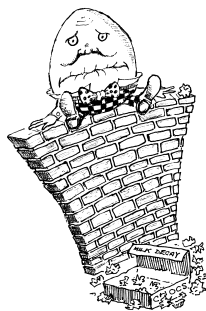
- To teach the children that eating too many sweets is bad for their teeth and their general health.
- To give the children a basic understanding of what it means to eat a balanced diet.

RECOMMENDED TEXT

Nursery Crimes

Mal Peet

Humpty Dumpty sat on a wall
And scooped a giant box of chocolates.
He ate all the gooey ones
And all the crunchy ones
And now he has no teeth at all.



Little Miss Muffet
Sat on a tuffet
Eating lots and lots
And lots and lots
And lots and lots
Of Jelly Tots.
Then she ate a load of strawberry chews
And then she was sick all over her shoes.

Little Jack Horner
Sat in a corner
Which serves him right
For eating all the Smarties
At other children's birthday parties.

WHOLE-CLASS INTRODUCTION

- You could introduce the lesson by bringing in a collection of sweet wrappers to show the class. Try to include wrappers from the sweets mentioned in the poem. The children will undoubtedly recognise the wrappers as being from well-known sweets and chocolate bars.
- Ask them who has eaten any sweets like these. Which are their favourites? Is there anyone in the class who can't eat sugary foods or who doesn't like sweets at all?
- Most of the children will like sweets. How many times a week do they eat them – every day, only at weekends or on special occasions like a birthday party? When do they eat sweets – for breakfast, after lunch, for their morning snack?
- Ask the children to tell you some words to describe the taste and texture of sweets and chocolate bars – chewy, sweet, sticky, hard, soft, gooey, crunchy – and write these on the board.
- Tell the children you are going to read them a poem about why it is not a good idea to eat too many sweets. Can they recognise any of the characters from the nursery rhymes they already know? A copy of the poem is also available on page 14 in the Photocopiable Resource Sheets.

GROUP/INDIVIDUAL WORK

- The children could work with the first stanza of the poem to think about the effect on the teeth of eating too many sweets. Humpty Dumpty ate a giant box of chocolates all by himself – what happened to his teeth? The children could design a poster to warn of the dangers, e.g. a picture of Humpty Dumpty sitting on his wall with a giant box of chocolates with the caption, 'Humpty Dumpty ate too many sweets and his teeth fell out. Don't let this happen to you!'
- Another group could read the second stanza with you and think about Little Miss Muffet eating lots and lots of Jelly Tots. Have the children eaten sticky, gooey sweets like these? How would they feel if they ate bags and bags of them one after the other? The children could draw Little Miss Muffet and a selection of more healthy foods to make her feel better, such as fruit.
- What does the last stanza mean? Have the children ever been to a birthday party where somebody has eaten more than their fair share of sweets? Help the children to illustrate the stanza and write a sentence saying something like, 'Little Jack Horner was very naughty. He ate all the sweets at the party.'

PLENARY

- Ask the children to recall the bad things that happened to Humpty Dumpty, Little Miss Muffet and Little Jack Horner when they ate too many sweets.
- Can the children remember a time when they ate so many sweets they felt ill?
- Explain to the children that eating sweets occasionally is fine but they need to brush their teeth at least twice a day, preferably after meals and when they have eaten sweets.

VOCABULARY

sweets	chocolate	teeth	healthy
unhealthy	fruit	vegetables	balance

EARLY LEARNING LINKS

- **Science:** Find out more about the effects on the teeth of eating too many sweets and fizzy drinks. Even at this age the children will be quite impressed if you show them what happens to a tooth if it is left in a glass of cola for a week.

FOLLOW-UP ACTIVITIES

- Draw around a pupil on a large sheet of paper or wallpaper. Ask the children to draw pictures of their favourite foods or cut them out of magazines. Stick the foods inside the body outline to display. Alternatively the children could do one healthy and one unhealthy body. As a class, allocate different foods and drinks to each body.
- Make up a game of 'pelmanism' for the children to play using different foods, to help their visual memory. Page 13 in the Photocopiable Resource Sheets could be used for support.
- In groups with adult support, ask the children to make little books called 'The Very Hungry ... (dog, monster, baby, snake)'. Their chosen thing should get bigger and bigger the more it eats!
- You could conduct a simple survey of the children's favourite foods and make a bar chart or pictogram to display the results. Can the children see which is the most and least popular food?
- Make a simple recipe book of healthy dishes such as a salad, a wholemeal sandwich, baked potatoes with fillings, etc. The children could find or draw pictures and write simple headings for each page describing the dish. You could go on to make the foods and write or draw numbered instructions to add to the book.
- Help the children to make a list of all the other foods they eat during the day. Begin to put these into sets under headings such as 'Fruit and Vegetables', 'Sweet things' and 'Meat'. What is their favourite food? Which food do the children eat most often?
- Give the children two paper plates and ask them to paint one plate green and the other red. While the plates are drying, ask the children to draw or find pictures from magazines of fruit, vegetables, cheese, meat, milk, nuts, sweets, chips, burgers, etc. Show them which foods belong on which plate – i.e. foods we shouldn't eat too often such as sweets or fried foods belong on the red plate, and foods which we can eat as often as we like such as fruit and vegetables belong on the green plate. You could add an amber plate for foods such as dairy products which sit somewhere in between.
- Use sweet wrappers to make a montage about sweets. Cut out brightly coloured letters from sweet wrappers to make a title for the montage.
- You could reinforce green issues about litter – especially sweet and snack wrappers. Can the children imagine how it would look if everyone just threw their litter down in the playground? Remind the children about recycling and not being 'litter bugs'. For more on protecting the environment see Unit 5.
- The children could play the healthy eating game provided on page 15 of the Photocopiable Resource Sheets. Blank spaces have been left for them to add their own forfeits and bonuses if suitable.

CIRCLE TIME

- The children can take turns to ask, 'if you like (bananas) too, stand up'. The children standing swap places and the next person takes a turn to call out their favourite food.
- Share some fruit as part of circle time. If possible, include a few of the more unusual varieties such as mango and star fruits.
- Enjoy learning and 'performing' the original nursery rhymes used in the poem on page 14 in the Photocopiable Resource Sheets. What was Little Miss Muffet really eating when she sat on her tuffet? What are curds and whey? What actually happened to Humpty Dumpty and Little Jack Horner?
- Make up some other 'cautionary verses' about nursery rhyme characters who eat too much of the wrong food, e.g. 'Jack and Jill ate so many chips they made themselves ill'. What might have happened to Little Bo Peep or Old Mother Hubbard?

HOME ACTIVITIES

- Ask the children and their families to collect empty packets of foods to bring in for role-playing or the home corner.
- Keep some simple, illustrated food diaries – like the hungry caterpillar – to show what the children have eaten at home over a week. These can then be brought into school for discussion. Which food do the children eat most often?
- Ask parents and carers to help the children keep track of how many sweets and chocolate bars they eat during the course of a week.
- The children may like to share with their families the game from page 15 in the Photocopiable Resource Sheets.

ASSEMBLY IDEAS

- Discuss from where we get different foods and how they get from their country or place of origin to our homes. Keep examples simple such as the journey of an apple.
- The children could dress in costumes from different countries. They could describe the climate in their country and what is grown there, e.g. 'My name is ... I live in ... The weather in my country is ... This is good for growing ... and ...'.
- If appropriate, tell the children the story of the miracle of the five loaves and two fish. Make the point that Jesus knew that everyone had to eat. Ask the children if their moods are different if they are hungry or recently satisfied from a meal.
- Invite the school cook to talk to the children about his/her work. The children could prepare some questions to ask. Appreciate the work of all the dinner staff.