

Unit – Middle School Year 8 Spring 1 2026

3 Name of unit- Healthy Eating. 3 R's	
Expected Outcomes- : Health & Safety: PPE, use of cookers, knife safety. Learners know nutrition and some function in the body. They can recognise a healthy lifestyle and how a diet changes due to gender, growth, level of exercise etc. Learners will recognise what a composite dish is. Learners will be able to describe textures and tastes in their evaluations. Name the 3 R's What criteria am I assessing them against? Completion of work, observation and outcomes of practical skills including food safety practices. Photographic evidence. Group Discussions.	
Developmental Focus Opportunities	
To develop knowledge as in for age, gender, growth etc. Name the main three 3 R's and why they are linked to food products.	
Key Learning Points	Powerful Knowledge
Developing knowledge on nutrition learners will now look at specific groups and compare their nutritional needs, including water intake and understanding what a composite dish is.	How do we eat healthily? What does a healthy lifestyle look like?
Subject-Specific Vocabulary	Reading Opportunities
Composite Recycle Reuse Repair Textures Tastes.	Reading and following a recipe. Completion of work Reading PP from screen. Worksheets. Food Labels.
Possible Misconceptions	Cross-Curricular Links
Temperatures C/F	Maths / weights and measures Science / temperatures

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3 Name of unit- Opportunities for Year 7 learners to make developmental progress in line with the Early Learning Goal (ELG) areas within a unit on Healthy Eating and the 3 R's in Food (Reduce, Reuse, Recycle).

1. Communication and Language

- **Activity:** Group discussions on food choices and sustainability.
- **Progress Opportunity:** Develop vocabulary around nutrition, food waste, and environmental impact. Practice listening and speaking skills through debates or presentations.

2. Physical Development

- **Activity:** Cooking simple healthy meals or sorting food waste.
- **Progress Opportunity:** Improve fine motor skills (e.g., chopping, mixing), understand hygiene and safety, and explore the link between physical health and nutrition.

3. Personal, Social and Emotional Development

- **Activity:** Reflective journaling on personal eating habits or group projects on food sustainability.
- **Progress Opportunity:** Build self-awareness, empathy, and teamwork. Encourage responsible decision-making and respect for diverse food cultures.

Specific Areas of Learning

4. Literacy

- **Activity:** Create posters or write persuasive texts about healthy eating or reducing food waste.
- **Progress Opportunity:** Develop reading and writing skills with purpose and audience in mind.

5. Mathematics

- **Activity:** Calculate sugar content in snacks or measure ingredients.
- **Progress Opportunity:** Apply math in real-life contexts—fractions, percentages, and data handling.

6. Understanding the World

- **Activity:** Explore global food systems, food miles, and recycling processes.
- **Progress Opportunity:** Foster curiosity about the environment, cultures, and sustainability.

7. Expressive Arts and Design

- **Activity:** Design eco-friendly food packaging or create art from recycled materials.
- **Progress Opportunity:** Encourage creativity and innovation while reinforcing sustainability themes.

Integration Ideas

- **Cross-curricular project:** “A Week of Sustainable Eating” where students plan meals, track waste, and present findings.
- **Field trip:** Visit a local farm, recycling center, or supermarket to explore food sourcing and waste manage