

# meaty matters



section 4:

# For the Teacher

# Curriculum for Excellence – analysis of Meaty Matters activities

## Capacities

The activities in this pack cover all of the four capacities: successful learners, confident individuals, responsible citizens and effective contributors.

## Principles

The main principles covered by the pack are challenge and enjoyment, breadth, personalisation and choice, coherence and relevance.

# Topic Overview and Planning Sheets

Activity	Activity Pages	Curriculum Area	Experiences & Outcomes
<b>Section 1: Meat as part of a balanced diet - early level</b> (Class discussion; My favourite healthy meal; What did you eat over the weekend?)	6-8	<b>Health and wellbeing:</b> <b>Mental, emotional, social and physical wellbeing:</b> Physical wellbeing	I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. <b>HWB 0-15a</b>
	6-8	<b>Food and health:</b> Nutrition	I know that people need different kinds of food to keep them healthy. <b>HWB 0-32a</b>
	6-8	<b>Literacy and English:</b> <b>Listening and talking</b> Tools for listening and talking  Creating texts	As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen. <b>LIT 0-02a/ENG 0-03a</b>  As I listen and take part in conversations and discussion, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings. <b>LIT 0-10a</b>
	7, 8	<b>Reading</b> Finding and using information	I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things. <b>LIT 0-14a</b>
<b>Section 1: Meat as part of a balanced diet - first level</b> (What's the right portion; How much should Angus eat; A healthy lunch for Angus)	10, 11	<b>Health and wellbeing:</b> <b>Mental, emotional, social and physical wellbeing:</b> Physical wellbeing	I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. <b>HWB 1-15a</b>
	10, 11	<b>Food and health:</b> Nutrition	By investigating the range of foods available I can discuss how they contribute to a healthy diet. <b>HWB 1-30a</b>
	10, 11	<b>Mathematics:</b> <b>Number, money and measure:</b> Measurement	I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units. <b>MNU 1-11a</b>
	10, 11	Number and number processes	I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. <b>MNU 1-03a</b>
	10, 11	<b>Literacy and English:</b> <b>Listening and talking</b> Tools for listening and talking	When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. <b>LIT 1-02a</b>
	10, 11	Creating texts	I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required. <b>LIT 1-10a</b>
	10, 11	<b>Reading</b> Finding and using information	Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. <b>LIT 1-14a</b>

# Topic Overview and Planning Sheets

Activity	Activity Pages	Curriculum Area	Experiences & Outcomes
<b>Section 1: Meat as part of a balanced diet - second level</b>  (Survey of packed lunches: 'Healthy packed lunch day')	14, 15	<b>Health and wellbeing</b> <b>Mental, emotional, social and physical wellbeing</b> Physical wellbeing	I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. <b>HWB 2-15a</b>
	14, 15	<b>Food and health</b> Nutrition	By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan. <b>HWB 2-30a</b>  I understand that people at different life stages have differing nutritional needs and that some people may eat or avoid certain foods. <b>HWB 2-32a</b>
	14, 15	<b>Mathematics:</b> Information handling Data and analysis	I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way. <b>MNU 2-20b</b>  I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology. <b>MTH 2-21a</b>
	14, 15	<b>Literacy and English:</b>  <b>Listening and talking</b> Tools for listening and talking	When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. <b>LIT 2-02a</b>
	14, 15	Finding and using information	I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. <b>LIT 2-06a</b>
	14, 15	Creating texts	When listening and talking with others for different purposes, I can: <ul style="list-style-type: none"> <li>share information, experiences and opinions explain processes and ideas</li> <li>identify issues raised and summarise main points or findings</li> <li>clarify points by asking questions or by asking others to say more.</li> </ul> <b>LIT 2-09a</b>  I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. <b>LIT 2-10a</b>
	14, 15	<b>Reading</b> Finding and using information	I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. <b>LIT 2-15a</b>
	14, 15	<b>Writing</b> Organising and using information	By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. <b>LIT 2-26a</b>
	14, 15	Creating texts	I can convey information, describe events, explain processes or combine ideas in different ways. <b>LIT 2-28a</b>
	14, 15	<b>Expressive Arts</b> Art and design	I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem. <b>EXA 2-06a</b>
	14, 15	<b>Technologies</b> ICT to enhance learning	I explore and experiment with the features and functions of computer technology and I can use what I learn to support and enhance my learning in different contexts. <b>TCH 2-04a</b>  I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways. <b>TCH 2-04b</b>

# Topic Overview and Planning Sheets

Activity	Activity Pages	Curriculum Area	Experiences & Outcomes
<b>Section 1: Variety is the spice of life - early level</b>  (Class discussion; Which animal does it come from?; Cow, sheep or pig - where does it come from?)	21-23	<b>Health and wellbeing:</b> <b>Food and health</b> Food and the consumer	I explore and discover where different foods come from as I choose, prepare and taste different foods. <b>HWB 0-35a</b>
	22	<b>Social studies</b> People, society, economy and business	In real life settings and imaginary play, I explore how local shops and services provide us with what we need in our daily lives. <b>SOC 0-20a</b>
	21-23	<b>Literacy and English:</b> Listening and talking Tools for listening and talking	As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen. <b>LIT 0-02a/ENG 0-03a</b>
	21-23	Creating texts	As I listen and take part in conversations and discussion, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings. <b>LIT 0-10a</b>
	21, 23	<b>Reading</b> Finding and using information	I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things. <b>LIT 0-14a</b>
<b>Section 1: Variety is the spice of life - first level</b>  (Class discussion; Guess the cut!)	26 + CD-ROM	<b>Health and wellbeing:</b> <b>Food and health</b> Food and the consumer	When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. <b>HWB 1-35a</b>
	26	<b>Social studies</b> People, society, economy and business	I have developed an understanding of the importance of local organisations in providing for the needs of my local community. <b>SOC 1-20a</b>
	26	<b>Literacy and English:</b> <b>Listening and talking</b> Tools for listening and talking	When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. <b>LIT 1-02a</b>
	26	Creating texts	I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required. <b>LIT 1-10a</b>
<b>Section 1: Variety is the spice of life - second level</b>  (Class discussion; Red meat in world religions)	28, 31	<b>Health and wellbeing</b> <b>Food and health</b> Food and the consumer	Through exploration and discussion, I can understand that food practices and preferences are influenced by factors such as food sources, finance, culture and religion. <b>HWB 2-34a</b>
	28, 31	<b>Religious and moral education</b> <b>World religions</b> Practices and traditions	I can describe and reflect upon practices and traditions of world religions. <b>RME 2-06a</b>
	28, 31	Development of beliefs and values	I am increasing my understanding of how people come to have their beliefs, and further developing my awareness that there is a diversity of belief in modern Scotland. <b>RME 2-09a</b>  I am developing my understanding that people have beliefs and values based upon religious or other positions. <b>RME 2-09b</b>
	28	<b>Literacy and English</b> <b>Listening and talking</b> Tools for listening and talking	When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. <b>LIT 2-02a</b>
	31	<b>Reading</b> Understanding, analysing and evaluating	To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. <b>ENG 2-17a</b>

# Topic Overview and Planning Sheets

Activity	Activity Pages	Curriculum Area	Experiences & Outcomes
<b>Section 2: Looking after the animals means growing better meat for you - early level</b>  (Class discussion; Looking after cows, sheep and pigs)	34, 35	<b>Health and wellbeing</b> <b>Planning for choices and changes</b>	I can describe some of the kinds of work that people do and I am finding out about the wider world of work. <b>HWB 0-19a</b>
	34, 35	<b>Food and health</b> Food and the consumer  and  <b>Social studies</b> <b>People, place and environment</b>  <b>People, society, economy and business</b>	I explore and discover where foods come from as I choose, prepare and taste different foods. <b>HWB 0-35a</b>  In real life settings and imaginary play, I explore how local shops and services provide us with what we need in our daily lives. <b>SOC 0-20a</b>
	34, 35	<b>Literacy and English:</b> <b>Listening and talking</b> Tools for listening and talking	As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen. <b>LIT 0-02a/ENG 0-03a</b>
	34, 35	Finding and using information  Understanding, analysing and evaluating  Creating texts	I listen or watch for useful or interesting information and I use this to make choices or learn new things. <b>LIT 0-04a</b>  To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. <b>LIT 0-07a/LIT 0-16a/ENG 0-17a</b>  As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings. <b>LIT 0-10a</b>
<b>Section 2: Looking after the animals means growing better meat for you - first level</b>  (Interactive game: find the animals; What is organic farming?; Meanwhile back at the farm - early last century)	48, 49	<b>Health and wellbeing</b> <b>Planning for choices and changes</b>	I can describe some of the kinds of work that people do and I am finding out about the wider world of work. <b>HWB 1-20a</b>
	48, 49	<b>Food and health</b> Food and the consumer	When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. <b>HWB 1-35a</b>
	50	<b>Social studies</b> People, past events and societies	By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways we remember and preserve Scotland's history. <b>SOC 1-02a</b>  I can compare aspects of people's daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting. <b>SOC 1-04a</b>
	48, 49	People, place and environment	Having explored the variety of foods produced in Scotland, I can discuss the importance of different types of agriculture in the production of these foods. <b>SOC 1-09a</b>
	48, 49	People, society, economy and business	I have developed an understanding of the importance business of local organisations in providing for the needs of my local community. <b>SOC 1-20a</b>
	48-50	<b>Literacy and English</b> <b>Listening and talking</b> Tools for listening and talking	When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. <b>LIT 1-02a</b>
	48-50	Understanding, analysing and evaluating	I can show my understanding of what I listen to or watch by responding to and asking different types of questions. <b>LIT 1-07a</b>
	49, 50		To help me develop an informed view, I am learning to recognise the difference between fact and opinion. <b>LIT 1-08a</b>
	49, 50	Creating texts	When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. <b>LIT 1-09a</b>
	49, 50	<b>Reading</b> Finding and using information	Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. <b>LIT 1-14a</b>  I am learning to make notes under given headings and use them to understand information, explore ideas and problems and create new texts. <b>LIT 1-15a</b>
	49, 50	<b>Writing</b> Tools for writing	I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. <b>LIT 1-22a</b>  Throughout the writing process, I can check that my writing makes sense. <b>LIT 1-23a</b>  By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. <b>LIT 1-26a</b>  I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. <b>LIT 1-28a/LIT 1-29a</b>

# Topic Overview and Planning Sheets

Activity	Activity Pages	Curriculum Area	Experiences & Outcomes
<b>Section 2: Looking after the animals means growing better meat for you - second level</b>  (Interactive game: find the animals; What is organic farming?; Meanwhile back at the farm - early last century)	48, 49	<b>Health and wellbeing</b> <b>Planning for choices and changes</b>	I am investigating different careers/occupations, ways of working, and learning and training paths.  I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life. <b>HWB 2-20a</b>
	48, 49	<b>Food and health</b> Food and the consumer	When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. <b>HWB 2-35a</b>
	50	<b>Social studies</b> People, past events and societies	I can use primary and secondary sources selectively to research events in the past. <b>SOC 2-01a</b>  I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society. <b>SOC 2-03a</b>  I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. <b>SOC 2-04a</b>
	48, 49	People, place and environment	I can explain how the physical environment influences the ways in which people use land by comparing my local area with a contrasting area. <b>SOC 2-13a</b>
	48, 49	People, society, economy and business	I can use evidence selectively to research current social, political or economic issues. <b>SOC 2-15a</b>
	48-50	<b>Literacy and English</b> Tools for listening and talking	When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. <b>LIT 2-02a</b>
	49, 50	Finding and using information	As I listen and watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. <b>LIT 2-04a</b>
	49, 50	Understanding, analysing and evaluating	To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are. <b>LIT 2-08a</b>
	49, 50	Creating texts	When listening and talking with others for different purposes, I can: <ul style="list-style-type: none"> <li>• share information, experiences and opinions</li> <li>• explain processes and ideas</li> <li>• identify issues raised and summarise main points or findings</li> <li>• clarify points by asking questions or by asking others to say more</li> </ul> <b>LIT 2-09a</b>
	49, 50	<b>Reading</b> Finding and using information   Understanding, analysing and evaluating	Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. <b>LIT 2-14</b>  I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. <b>LIT 2-15a</b>  To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are. <b>LIT 2-18a</b>
49, 50	<b>Writing</b> Tools for writing   Organising and using information   Creating texts	In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. <b>LIT 2-22a</b>  Throughout the writing process, I can check that my writing makes sense and meets its purpose. <b>LIT 2-23a</b>  By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. <b>LIT 2-26a</b>  I can convey information, describe events, explain processes or combine ideas in different ways. <b>LIT 2-28a</b>	

# Topic Overview and Planning Sheets

Activity	Activity Pages	Curriculum Area	Experiences & Outcomes
<b>Section 2: From farm to plate - the processes of meat production - early level</b>  (Class discussion; What happens when? Put the pictures in the right order; What happens when? Put the sentences in the right order)	54, 55, 57	<b>Health and wellbeing</b> <b>Planning for choices and changes</b>	I can describe some of the kinds of work that people do and I am finding out about the wider world of work. <b>HWB O-19a</b>
	54, 55, 57	<b>Food and health</b> Food and the consumer  and  <b>Social studies</b> People, society, economy and business	I explore and discover where foods come from as I choose, prepare and taste different foods. <b>HWB O-35a</b>  By exploring my local community, I have discovered the different roles people play and how they can help. <b>SOC O-16a</b>
	54	<b>Literacy and English:</b> <b>Listening and talking</b> Tools for listening and talking	As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen. <b>LIT O-02a/ENG O-03a</b>
	54, 55, 57	Finding and using information	I listen or watch for useful or interesting information and I use this to make choices or learn new things. <b>LIT O-04a</b>
	54, 55, 57	Understanding, analysing and evaluating	To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. <b>LIT O-07a/LIT O-16a/ENG O-17a</b>
	54, 55, 57	Creating texts	As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings. <b>LIT O-10a</b>
	54, 55, 57	<b>Reading</b> Finding and using information  Understanding, analysing and evaluating	I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things. <b>LIT O-14a</b>  To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. <b>LIT O-07a/LIT O-16a/ENG O-17a</b>



# Topic Overview and Planning Sheets

Activity	Activity Pages	Curriculum Area	Experiences & Outcomes
<b>Section 2: From farm to plate - the processes of meat production - first level</b>  <b>(Flowchart; From shop to plate)</b>	60, 67-69	<b>Health and wellbeing</b> <b>Planning for choices and changes</b>	I can describe some of the kinds of work that people do and I am finding out about the wider world of work. <b>HWB 1-20a</b>
	60, 67-69	<b>Food and health</b> Food and the consumer	When preparing and cooking a variety of foods, I am becoming aware of the journeys which food make from source to consumer, their seasonality, their local availability and their sustainability. <b>HWB 1-35a</b>
	67-69		I am discovering the different ways that advertising and the media can affect my choices. <b>HWB 1-37a</b>
	60, 67-69	<b>Social studies</b> People, place and environment	Having explored the variety of foods produced in Scotland, I can discuss the importance of different types of agriculture in the production of these foods. <b>SOC 1-09a</b>
	60, 67-69	People, society, economy and business	I have developed an understanding of the importance of local organisations in providing for the needs of my local community. <b>SOC 1-20a</b>
	67-69	<b>Enterprising teaching and learning: careers education</b>	Provide pupils with opportunities for work-related experiences, both in and outwith the classroom.
	67-69	<b>Enterprising teaching and learning: careers education</b>	Offer pupils the experience of engaging with a wide range of people in society at a local, national and global level.
	60, 67-69	<b>Literacy and English</b> <b>Listening and talking</b> Tools for listening and talking  Finding and using information   Understanding, analysing and evaluating  Creating texts	When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. <b>LIT 1-02a</b>  As I listen or watch, I am learning to make notes under given headings and use these to understand what I have listened to or watched and create new texts. <b>LIT 1-04a</b>  I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. <b>LIT 1-06a</b>  I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. <b>LIT 1-07a</b>  When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. <b>LIT 1-09a</b>
	60, 67-69	<b>Reading</b> Finding and using information	I am learning to make notes under given headings and use them to understand information, explore ideas and problems and create new texts. <b>LIT 1-15a</b>
	67-69	<b>Writing</b> Tools for writing  Organising and using information  Creating texts	I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. <b>LIT 1-22a</b>  Throughout the writing process, I can check that my writing makes sense. <b>LIT 1-23a</b>  I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text. <b>LIT 1-25a</b>  By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. <b>LIT 1-26a</b>  I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. <b>LIT 1-28a/LIT 1-29a</b>
	60	<b>Expressive arts</b> Art and design	I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. <b>EXA 1-02a</b>  I can use exploration and imagination to solve design problems related to real-life situations. <b>EXA 1-06a</b>
	60, 67-69	<b>Technologies</b> ICT to enhance learning	I explore and experiment with the features and functions of computer technology and I can use what I learn to support and enhance my learning in different contexts. <b>TCH 1-04a</b>  I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways. <b>TCH 1-04b</b>

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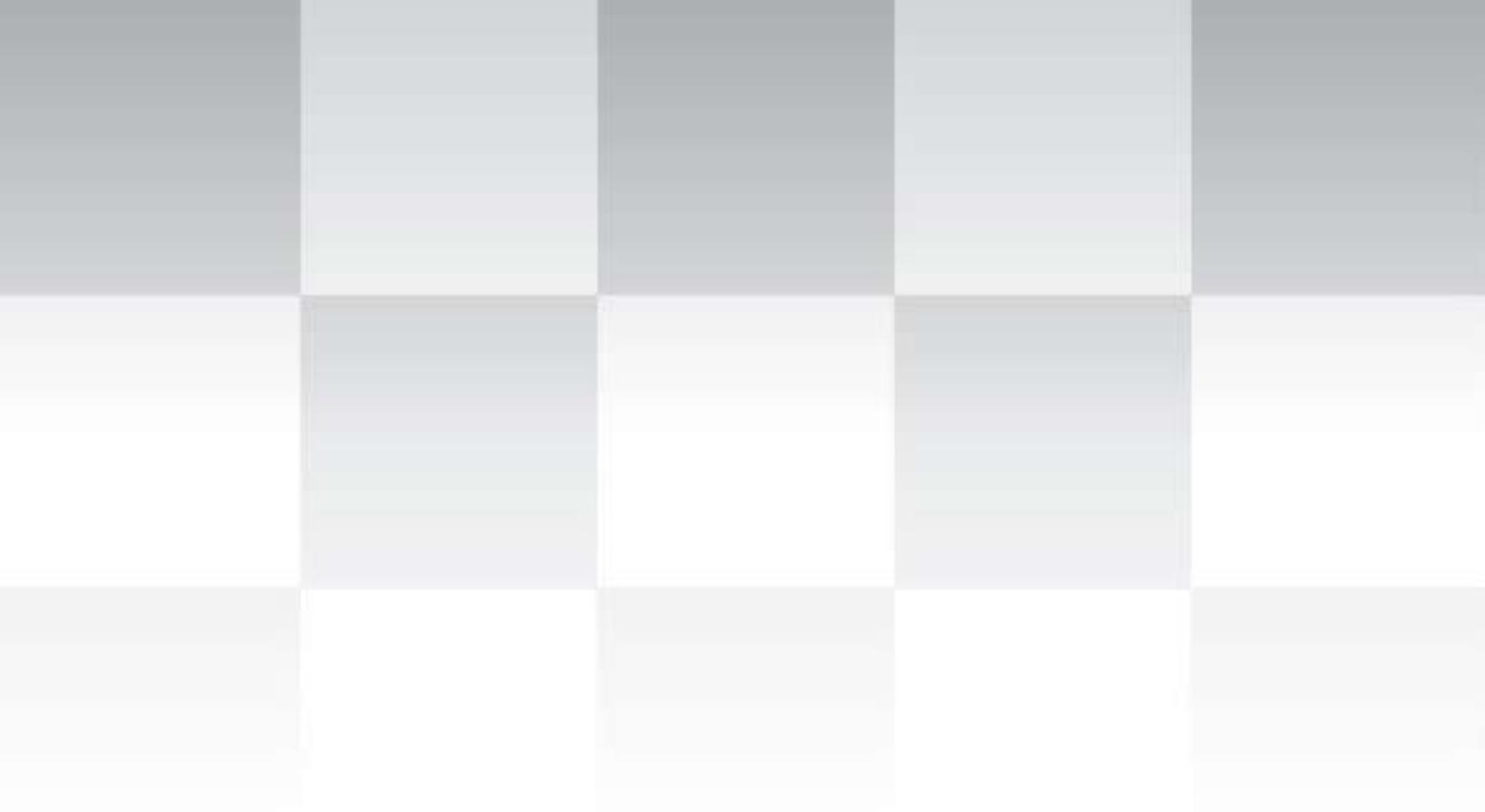
Activity	Activity Pages	Curriculum Area	Experiences & Outcomes
<b>Section 2: From farm to plate - the processes of meat production - second level</b>  (Flowchart; From shop to plate)	60, 67-69	<b>Health and wellbeing</b> Planning for choices and changes	I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life. <b>HWB 2-20a</b>
	60, 67-69	<b>Food and health</b> Food and the consumer	When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. <b>HWB 2-35a</b>
	67-69		By investigating food labelling systems, I can begin to understand how to use them to make healthy food choices. <b>HWB 2-36a</b>
	67-69		I can understand how advertising and the media are used to influence consumers. <b>HWB 2-37a</b>
	67-69	<b>Enterprising teaching and learning: careers education</b>	Provide pupils with opportunities for work-related experiences, both in and outwith the classroom.  Offer pupils the experience of engaging with a wide range of people in society at a local, national and global level.
	60, 67-69	<b>Literacy and English</b> <b>Listening and talking</b> Tools for listening and talking  Finding and using information	When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. <b>LIT 2-02a</b>  As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. <b>LIT 2-04a</b>  I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. <b>LIT 2-06a</b>
	67-69	Understanding, analysing and evaluating	I can show my understanding of what I listen to or watch by by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. <b>LIT 2-07a</b>
	60, 67-69	Creating texts	When listening and talking with others for different purposes, I can: • share information, experiences and opinions • explain processes and ideas • identify issues raised and summarise main points or findings • clarify points by asking questions or by asking others to say more. <b>LIT 2-09a</b>
	67-69	<b>Reading</b> Finding and using information	I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. <b>LIT 2-15a</b>
	67-69	<b>Writing</b> Tools for writing  Organising and using information	In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. <b>LIT 2-22a</b>  Throughout the writing process, I can check that my writing makes sense and meets its purpose. <b>LIT 2-23a</b>  I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text. <b>LIT 2-25a</b>  I recognise the need to acknowledge my sources and can do this appropriately. <b>LIT 2-25a</b>  By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. <b>LIT 2-26a</b>
60	<b>Expressive arts</b> Art and design	I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. <b>EXA 2-02a</b>  I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem. <b>EXA 3-06a</b>	
60, 67-69	<b>Technologies</b> ICT to enhance learning	I explore and experiment with the features and functions of computer technology and I can use what I learn to support and enhance my learning in different contexts. <b>TCH 2-04a</b>  I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways. <b>TCH 1-04b</b>	

# Topic Overview and Planning Sheets

Activity	Activity Pages	Curriculum Area	Experiences & Outcomes
<b>Section 3: Packaging project - first level</b>	72, 73	<b>Health and wellbeing</b> Planning for choices and changes  Food and the consumer	Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others. <b>HWB 1-19a</b>  I can describe some of the kinds of work that people do and I am finding out about the wider world of work. <b>HWB 1-20a</b>  I am discovering the different ways that advertising and the media can affect my choices. <b>HWB 1-37a</b>
	72, 73	<b>Expressive arts</b> Art and design	I can use exploration and imagination to solve design problems related to real-life situations. <b>EXA 1-06a</b>
	72, 73	<b>Technologies</b> ICT to enhance learning	I explore and experiment with the features and functions of computer technology and I can use what I learn to support and enhance my learning in different contexts. <b>TCH 1-04a</b>  I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways. <b>TCH 1-04b</b>
	72, 73	<b>Social studies</b> People, society, economy and business	I have developed an understanding of the importance of local organisations in providing for the needs of my local community. <b>SOC 1-20a</b>
	67-69	<b>Enterprising teaching and learning: careers education</b>	Provide pupils with opportunities for work-related experiences, both in and outwith the classroom.  Offer pupils the experience of engaging with a wide range of people in society at a local, national and global level.
	72, 73	<b>Literacy and English</b> <b>Listening and talking</b> Tools for listening and talking  Finding and using information  Creating texts	When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. <b>LIT 1-02a</b>  I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. <b>LIT 1-06a</b>  When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. <b>LIT 1-09a</b>
	72, 73	<b>Writing</b> Tools for writing  Organising and using information  Creating texts	I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features. <b>LIT 1-24a</b>  By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. <b>LIT 1-26a</b>  I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. <b>LIT 1-28a/LIT 1-29a</b>

# Topic Overview and Planning Sheets

Activity	Activity Pages	Curriculum Area	Experiences & Outcomes
Section 3: Packaging project - second level	72, 73	<b>Health and wellbeing</b> Planning for choices and changes         Food and the consumer	Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning. <b>HWB 2-19a</b>  I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life. <b>HWB 2-20a/HWB 3-20a/HWB 4-20a</b>  By investigating food labelling systems, I can begin to understand how to use them to make healthy food choices. <b>HWB 2-36a</b>  I can understand how advertising and the media are used to influence consumers. <b>HWB 2-37a</b>
	72, 73	<b>Expressive arts</b> Art and design	I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem. <b>EXA 2-06a</b>
	72, 73	<b>Technologies</b> ICT to enhance learning	I explore and experiment with the features and functions of computer technology and I can use what I learn to support and enhance my learning in different contexts. <b>TCH 2-04a</b>  I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways. <b>TCH 2-04a</b>
	72, 73	<b>Social studies</b> People, society, economy and business	I have developed an understanding of the importance of local organisations in providing for the needs of my local community. <b>SOC 1-20a</b>
	72, 73	<b>Enterprising teaching and learning: careers education</b>	Provide pupils with opportunities for work-related experiences, both in and outwith the classroom.  Offer pupils the experience of engaging with a wide range of people in society at a local, national and global level.
	72, 73	<b>Literacy and English</b> <b>Listening and talking</b> Tools for listening and talking   Finding and using information   Creating texts	When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. <b>LIT 2-02a</b>  I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. <b>LIT 2-06a</b>  When listening and talking with others for different purposes, I can: <ul style="list-style-type: none"> <li>• share information, experiences and opinions</li> <li>• explain processes &amp; ideas</li> <li>• identify issues raised and summarise main points or findings</li> <li>• clarify points by asking questions or by asking others to say more.</li> </ul> <b>LIT 2-09a</b>
	72, 73	<b>Writing</b> Tools for writing   Organising and using information   Creating texts	I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. <b>LIT 2-24a</b>  By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. <b>LIT 2-26a</b>  I am learning to use language and style in a way which engages and/or influences my reader. <b>ENG 2-27a</b>



## **Section four: for the teacher**

### **2. Useful resources and further information**



# Section 4: For the Teacher

## Section One

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### Publications

Being Well - Doing Well: a framework for health promoting schools in Scotland, Learning and Teaching Scotland, 2004

Confidence to Learn: a guide to extending health education in the primary school, Health Education Board for Scotland, 1998

A Curriculum for Excellence: The Curriculum Review Group, Scottish Executive, 2004

A Curriculum for Excellence: ministerial response, Scottish Executive, 2004

Food and health in the school curriculum, West Lothian Council and NHS Lothian

Hungry for Success: A Whole School Approach to School Meals in Scotland - the Final Report of the Expert Panel on School Meals, Scottish Executive, 2002

### Websites

British Nutrition Foundation: [www.nutrition.org.uk](http://www.nutrition.org.uk)

Food in Schools Programme: [www.foodinschools.org](http://www.foodinschools.org)

Food Standards Agency: [www.food.gov.uk](http://www.food.gov.uk)

Health Promoting Schools Unit: [www.healthpromotingschools.co.uk](http://www.healthpromotingschools.co.uk)

Health Scotland (formerly HEBS and PHIS): [www.healthscotland.com](http://www.healthscotland.com)

Learning and Teaching Scotland: [www.ltscotland.org.uk](http://www.ltscotland.org.uk)

### Material for religious/multicultural aspects of meat

[www.strath.ac.uk/Departments/SocialStudies/RE/Database/Topics](http://www.strath.ac.uk/Departments/SocialStudies/RE/Database/Topics)

[www.woodlands-junior.kent.sch.uk/Homework/religion/buddhism.htm](http://www.woodlands-junior.kent.sch.uk/Homework/religion/buddhism.htm)

[hinduwebsite.com/Hinduism/h\\_food.htm](http://hinduwebsite.com/Hinduism/h_food.htm)

[atschool.eduweb.co.uk/carolb/islam/dailylife.html](http://atschool.eduweb.co.uk/carolb/islam/dailylife.html)

[atschool.eduweb.co.uk/carolb/Judaism/juindex.html](http://atschool.eduweb.co.uk/carolb/Judaism/juindex.html)

Quality Meat Scotland: [www.qmscotland.co.uk](http://www.qmscotland.co.uk)

# Section 4: For the Teacher

## People

Lindsay Graham, NDO Eating for Health, Scottish Health Promoting Schools Unit

Rachael Roberts, Learning and Development Adviser, Children and Young People, Health Scotland

## Section Two

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### Publications

**Cock Crow: poems about life in the countryside chosen by Michael Morpurgo and Jane Feather, Egmont Books Limited, London, 2005**

**Career Education in Scotland: A National Framework, Learning and Teaching Scotland, 2001**

**A Curriculum for Excellence: The Curriculum Review Group, Scottish Executive, 2004**

**A Curriculum for Excellence: ministerial response, Scottish Executive, 2004**

**Excellence through Enterprise - National Guidance: Enterprise in Education, Learning and Teaching Scotland, 2005-12-07**

### Websites

**Katie Bairdie tune:** [www.pteratunes.org.uk/music/music/lyrics/KatieBairdie.html](http://www.pteratunes.org.uk/music/music/lyrics/KatieBairdie.html)

**National Trust for Scotland Education:** [www.ntseducation.org.uk](http://www.ntseducation.org.uk)

**Quality Meat Scotland:** [www.qmscotland.co.uk](http://www.qmscotland.co.uk)

**Royal Highland Education Trust:** [www.rhet.org.uk](http://www.rhet.org.uk)

**Soil Association:** [www.soilassociation.org](http://www.soilassociation.org)

## People

Alison, Rory and Rob Stodart, Mill of Inverarity Farm, Forfar

Gwen and Andrew Peddie, Cornceres Farm, Anstruther, Fife

Bobby and Anne Lennox, Shantron Farm, Loch Lomond

