



## Food Dudes Curriculum Links for Science

**Children can discover the importance of fruit and veg as part of a balanced diet**

**Strand: Living things**

**Strand unit: Human life**

**Topic: Human life processes**

The child should be enabled to

Third  
and  
Fourth  
Classes

- develop an awareness of the importance of food for energy and growth  
*need for a balanced and healthy diet*  
*design and make a nutritious sandwich for lunch*

Fifth  
and  
Sixth  
Classes

- develop a simple understanding of food and nutrition  
*the importance of food for energy and growth*  
*importance of a balanced and healthy diet*  
*design and make a balanced and nutritious lunch menu for self or younger child*

**Using Food Dudes as a starting point, children can be introduced to a wide variety of fruit and vegetables. Younger children can learn to classify and sort fruit and vegetables and look at the various types of skin covering different fruit and veg. Older children can learn about where different fruit and veg are grown, and the plants that they come from.**

**Strand: Living things**

**Strand Unit: Plants and animals**

**Topic: Variety and characteristics of living things**

The child should be enabled to

Infant  
Classes

- sort and group living things into sets  
*flowers, leaves, trees, birds, fruit and vegetables*
- recognise and identify the external parts of living things

First  
and  
Second  
Classes

- group and sort living things into sets according to certain characteristics  
*hibernation*  
*migration*  
*farm animals*  
*animals and plants that provide food*

Third  
and  
Fourth  
Classes

- develop an increasing awareness of plants and animals from wider environments

Fifth  
and  
Sixth  
Classes

- develop an increasing awareness of plants and animals from wider environments
- recognise that there is a great diversity of plants and animals in different regions and environments

**Fruit and veg waste (peel, cores, leftovers) can be composted and the compost used in the school garden. These activities can be used to develop links to the curriculum strands described below:**

**Strand: Environmental awareness and care**

**Strand unit: Caring for my locality/Caring for the environment**

The child should be enabled to

Infant  
Classes

- develop a sense of responsibility for taking care of and improving the environment
- identify, discuss and implement simple strategies for improving and caring for the environment  
*things I can do*  
*keeping classroom clean and tidy*  
*things we can do together*  
*disposing of litter appropriately*

First  
and  
Second  
Classes

- realise that there is both an individual and a community responsibility for taking care of the environment
- identify and help to implement simple strategies for protecting, conserving and enhancing the environment  
*developing a school garden*

Third  
and  
Fourth  
Classes

- realise that there is a personal and community responsibility for taking care of the environment

Fifth  
and  
Sixth  
Classes

- participate in activities that contribute to the enhancement of the environment  
*compost waste for garden*

**Older children can explore the effects of human activities on the environment. They can compare waste from different food products, and look at the processing, preservation and packaging of foods (in particular fruit and veg) and how these can alter the food's appearance. They can also examine the use of fertilisers.**

**Strand: Environmental awareness and care  
Strand unit: Science and the environment**

The child should be enabled to

Third  
and  
Fourth  
Classes

- recognise and investigate human activities which have positive or adverse effects on local and wider environments  
*protect flora and fauna, e.g. by creating and maintaining a school garden*  
*produce biodegradable and non-biodegradable waste*

Fifth  
and  
Sixth  
Classes

- examine some ways that science and technology have contributed positively to the use of the Earth's resources  
*processing food, preserving food, using fertilisers for increased agricultural yields*