



What's going on this week?

Last week, food waste reduction charity Wrap suggested that people should rely on the sniff test and 'best before' dates to determine whether their milk has gone off, as opposed to checking the 'use by' date and then throwing away milk and other items that could be perfectly safe to drink or eat. Almost 500 million pints of milk are wasted each year, the charity said, and more than a fifth of that is discarded because of the 'use by' label. Wrap is currently meeting with members of the dairy industry, the Food Standards Agency and government officials about getting rid of 'use by' dates on certain food and drink items.

Main question:

Do we waste food unnecessarily?

Listen, think, share

Ask the children about and food or drink they or their family may have thrown away. Talk about when and why we might throw away food. Discuss 'being full' or because the food is 'out of date' - ask children what 'out of date' means and why some foods have dates on them. Ask children if they think the 'best before' dates are a good idea. 'Best before' dates are about food quality not safety. They are usually found on food that lasts a long time, such as frozen, dried or canned foods. If food has passed its 'best before' date it doesn't mean it's unsafe, but it might have started to lose its colour, flavour or texture. A 'use by' date tells you how long food will stay safe. They have to be put on food that 'goes off' quickly - and they aren't just guess work, the dates are worked out by scientific testing. Don't be tempted to eat food after the 'use by' date on the label, even if it looks and smells fine - you could be putting your, and your family's, health at risk.

Ask if anyone knows the difference between 'best before' and 'use by'. This can be very confusing and the charity Wrap who try to reduce food wastage believe that by removing 'use by' dates on milk, more than 100 million wasted pints could be saved each year. Why do you think this might be? Talk about whether people should use their own senses (including common sense) to work out if food or drink is safe. Look at the assembly resource and ask the children how they would check the item was ok to eat.

Ask children to think of other times that food is wasted e.g. at a party or an event where lots of extra food is prepared and not needed or too much of something is chosen without knowing if we like it. Discuss how some foods last much longer than others - which foods don't last as long? E.g. milk, salad, fruit. Talk about how we can help to reduce food wastage in our everyday lives; things like not taking more than we need, when food shopping, just buying enough for a few days at a time. Ask the children why it's important not to waste food and talk about the fact we are wasting money. Reflect on the fact that there are some parts of the world where people don't have enough food and when we put food in the bin it adds to landfill which isn't good for our environment.

Reflection

We will use the food that we have wisely and responsibly so that we may be healthy and reduce the wastage of good food.

This week...

We will use all our senses and skills to check our food and drinks this week and try to waste as little as possible.



KS1 Focus

Question:

Why do we keep different foods in different places?

Listen, think, share

Ask the children about times they have been shopping with their families. Talk about the items they collect and where they get them from. Talk about how milk comes the fridge; what other items come from the fridge? Why do we think this is? Talk about how some items 'go off' very quickly and if they are kept cool they will last much longer. Talk about freezer items and items from the shelves and why it is important for our food to last for as long as possible - so we are able to eat it before it 'goes off'. Look at the KS1 resource and talk through the different items, how long do they usually last before they need to be eaten, where do we store them and how do we know if they are safe to eat?

Reflection

We understand that there are lots of people in the world who don't have enough food so it is important that we make sure all the food we do have it looked after and kept in the right places so it is good to eat for as long as possible!

This week...

We will make sure we store all our food in the right places to make sure it lasts as long as possible to reduce the amount we throw away!



KS2 Focus

Question:

What changes can we make to reduce food wastage?

Listen, think, share

Ask the children to recall the last item of food they threw away. What was the reason? Ask the children what they throw away as a family? What happens if we don't eat all our meal or if food goes out of date? Does it all go in the bin? Can we think of any ways we can reduce the amount we throw away? Talk through things like asking for smaller portions - we can always ask for more! Saving things we don't eat by wrapping them and keeping them in the fridge or freezer; looking carefully at the 'use by' or 'best before' to make sure we choose items that will last longer. Make a list of all the food saving strategies we can think of. Look at the assembly resource and talk through each scenario - what suggestions can we make to help reduce the amount of food wasted. Talk to the children about why they think it's important not to waste food.

Reflection

Small changes can make a big difference! We can take small steps in our everyday lives to reduce the amount of food we throw away, helping both our pockets, the environment!

This week...

We will make a conscious effort both at home and at school and act to reduce our food wastage.



KS2 Cross-Curricular Ideas

English: Ask the children to write a persuasive/informative leaflet, poster or letter to their family about food wastage in Britain and ways we can reduce wastage. Consider use of organisational and presentational devices such as headings, bullet points, underlining etc.

Maths: Bring in food packaging from home. Look at the different weights. Compare and order them. Can you convert the weights grams to kilograms then imperial and metric units? Is this possible to graph?

Science: Consider what would happen if we didn't throw food away that had passed its use by date. What might we begin to see? Discuss how food will begin to decompose and we may begin to see mould, which is a microorganism that grows on decaying food. There are ways food can last longer; keeping it cold or frozen, air tight packaging, preservatives. You could ask the children to create an experiment to investigate decay. Use slices of bread. They could keep them in warm/cold places, damp/dry, packaged/not packaged and compare. What conditions does the microorganism need?

DT/ICT: Design and make food packaging for your own product. Think about how to attract people to your product. Labels could be created using a computer program. You may even have chance to allow the children to make the product (biscuits or sandwiches).

Geography: Where does our food come from? Research and record on a world map.

RE: Discuss whether someone's belief or religion may affect what they are able to eat. You may have a child in your class who is a vegetarian or a Muslim. Explain we all have the right to believe what we want to but we must respect and tolerate each other's beliefs even if they are not the same.



KS1 Cross-Curricular Ideas

English: Write a set of instructions for making toast with butter and jam or getting your breakfast cereal. You could ask the children to give you instructions orally or they could work in partners and have a go themselves! Encourage the use of 'bossy' verbs.

Maths: Ask the children to look at the use by and best before dates on a range of packaging. Discuss the days, months and years. Consider how long you have before you need to eat something. How could you work it out? What do you have to know to be able to do this? How many days in a week, how many weeks in a month etc.

Science: Where does our food come from? Show the children a number of items they may find in their homes. Ask if they have eaten them before. Consider whether each item came from a plant or an animal. Think about what they had for breakfast or lunch. Where did the food they ate come from?

DT: Discuss the importance of being healthy. Show the children a range of fruit. What does it look/smell like? Allow them to taste it and describe the flavour and texture. What could we use the fruit to make? Crumbles, pies, fruit kebabs, smoothies etc. Ask children to design and make a fruity dish.

Role Play: Supermarket and home corner. Allow children to buy food and take it home. Where do certain types of food need to be stored? If possible, encourage children to add to the area with food packaging from home (obviously no sharp tins and items are to be clean).

MFL: Practise food words in your MFL. Can you say I would like...?



This Week's Useful Websites

This week's news story
bit.ly/2lfN8o1

Where does our food come from?
<http://bit.ly/2mi0Yu6>

Food labelling guidance
<http://bit.ly/29QXa10>