

## Daily Creative Food



## Food Science Underground, Overground



## Untangling Luisa's SPAGhetti



## The Magic Cupboard



## Six Facts Food: Evolutionary Eating



## Chocolate Calculations

Y4/ P5



## Food Science Eating with Our Eyes!



## Food Connect Games



# The Extraordinary World of Food!



## Patisserie Percentages

Y6/ P7



## The Maths of Monsieur le Monde

Y2 / P3



## The Maths of Monsieur le Monde's Shop

Y4 / P5



## Foodie Footsteps



Welcome



... Veg?



### The History of Food: Timeline

- 3000 BC:** Settlers at Skara Brae are the first farmers in Britain, keeping animals and growing their own crops, unlike the hunter-gatherers who came before them.
- 43 - 410:** Romans brought tasty ingredients like herbs and spices into Britain, so food had more flavour. They also introduced new farm animals such as rabbits.
- 410 - 1066:** Both wealthy and poor Anglo-Saxons ate Pottage - a meal of vegetables, pulses and grains that was all cooked in one big pot. The peasants' version of pottage would have tasted very bland but rich people would have used meat stock, or even chunks of meat, to make it tastier.
- 1666:** A bakery owned by Thomas Farinier was the source of the Great Fire of London. He had been baking that day (possibly making biscuits for the navy of King Charles II), but, after he had gone to bed, a spark escaped from the oven and started the fire.
- 1699:** When Buzz Aldrin and Neil Armstrong landed on the moon, the first meal they ate together included bacon and peaches (tragically not together). The 'bacon cubes' probably didn't taste much like the bacon we are familiar with now, as it would have been very dry and crispy.
- 1800:** By the beginning of the 19th century, sugar and sugary foods were very popular in Britain. Sadly, the price for this was the slave trade - as thousands of African men, women and children were forced to live and work in the West Indies in conditions of terrible hardship.
- 1945:** In 1945 an argument broke out during a parade in the Spanish town of Bunol, and people started throwing rotten tomatoes at each other from a nearby market stall. Today this has become La Tomatina Festival - a huge, organised tomato fight that attracts hundreds of tourists every year!





# The Extraordinary World of Food

The Extraordinary World of Food provides a mouthwatering selection of maths, literacy, science and history resources and activities, all delivered through the overarching topic of Food. You can sample our suggested timetable or construct your own menu to build an immersive day of activity – either way, you'll certainly feed your pupils' appetites for learning!

[Read the letter from Ady here](#)



## The Extraordinary World of Food:

**Suggested Timetable: KS2 / P4 – P7**



Time	Activity
Assembly	This could be delivered to a range of groupings – from individual classes to the whole school!

### Filter Results

Displaying 1 - 12 of 81 Resources

+ Year Groups

+ Subjects

+ Groupings



## The Extraordinary World of Food:

**Suggested Timetable: EYFS and KS1/ P1 – P3**



Time	Activity
Assembly	This could be delivered to a range of groupings – from individual classes to the whole school!
Assembly - Morning Break	Daily Creative (warm-up) Imagining the Patisserie Literacy: Who Robbed the Recipe?
Break	
Break - Lunchtime	Drama: Foodie Footsteps Maths: The Maths of Monsieur le Monde's Shop (Maths) Literacy: Untangling Luisa's SPAGhetti (Literacy) Science: Seasonal Food (EYFS, Y1/P1, P2); Fruit and Veg! (Y2/P3)
Lunchtime	
Lunchtime - Celebration Assembly	Connect Game: food-themed Human Statues Food: Landmark Moments (History)
Celebration Assembly	This could be delivered to a range of groupings – from individual classes to the whole school!

# Everything you need, all in one place!



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# The History of Food: Timeline

**1 About 1,000 years ago**  
On a long voyage, the Viking Leif Erikson ate grapes for the first time! Historians think he might have eaten them in Canada.



**2 About 160 years ago**  
Christopher Columbus eats bread made from maize when he arrives in the New World. He says it tastes like chestnuts!



**3 About 350 years ago**  
A baker's oven is responsible for the start of The Great Fire of London.



**4 About 170 years ago**  
A nurse called Mary Seacole realises that sick people need good food as well as medicine!



**5 About 50 years ago**  
The first meal is eaten on the moon. It included bacon and peaches.



**6**

**7**

**The Golden Rules of Performance Audiences Respect Actors**

- They watch in absolute silence ...
- They listen carefully - so they can answer ...

**The Golden Rules of Performance Actors Respect the Audience**

- They never turn their backs on the audience ...
- They never speak over each other (unless for effect) ...

**Top Tips for TV News Reports**

- reporters give facts, not opinions ...
- eye-witnesses can talk about how they felt as well as what they saw ...
- experts are allowed to go into things in more detail.

**Foodie Footsteps**

Year Groups: P1, P2, P3  
Subject: Drama

This simple game, based on Grandmother's Footsteps, is a great way to explore a range of foodstuffs, and their properties.

**Outcome:** Opportunities to develop skills in imaginative play; increased ability to "describe" concepts; opportunities to develop a range of motor skills

**Preparation:** Download and/or print the food suggestions at the end of this document. You may like to watch the Grandmother's Footsteps film in Connect Games

**Duration:** Up to 15 minutes  
**Space Required:** Hall, Outdoors  
**Grouping:** Whole Class  
**Connect Game:**

[Click here to watch the tutorial](#)

**History Ambassadors**

**The Extraordinary World of Food – History Ambassadors – Y5 – Y6 / P6 – P7**

Year Groups: P6, P7  
Subject: History

Supported by a visually exciting resource that takes an engaging look at food through the ages, challenge your pupils to become History Ambassadors by learning – and teaching each other – about some historically important food facts and landmarks.

**Outcome:** Greater understanding of the history of food; development of research skills; development of presentation skills; practice in active listening.

**Preparation:** Download and print the Food Timelines. Download and display the Food Timelines PowerPoint presentation.

**Duration:** Up to 1 hour  
**Space Required:** Classroom  
**Grouping:** Individual, Pairs

Downloads (total size 8.4MB)

History Ambassadors Activity Instructions (.pdf)	0.4MB
History Ambassadors Power Point (.pptx)	6.0MB

# Food Timelines – the History and Drama of Food...





# The Maths of Monsieur le Monde's Shop Y4 / P5

Year Groups: **P5**

Subject: **Maths**

Apply number operations, fractions, data analysis, reasoning and problem solving to real life by exploring the cakes that Monsieur le Monde sells!

Outcome: **Opportunities to practise number operations; opportunities to practise skills with fractions; opportunities to practise skills in data analysis; opportunities to develop problem solving and reasoning skills.**

Preparation: **Print the Question Sheet – one copy per one or two pupils. There's also a copy for you – with all the answers on!**

Duration: **Up to 30 minutes**

Space Required: **Classroom**

Grouping: **Individual, Pairs**

Download resources (total size 0.7MB)

[Download The Maths of Monsieur le Monde's Shop Instructions \(.pdf\)](#) 0.4MB

## Patisserie Percentages Y6 / P7

Y6 / P7



# Patisserie Percentages Y6 / P7

Year Groups: **P7**

Subject: **Maths**

Apply number operations, fractions, data analysis, reasoning and problem solving to real life by exploring the cakes that Monsieur le Monde sells!

Outcome: **Opportunities to practise number operations; opportunities to practise skills with fractions; opportunities to practise skills in data analysis; opportunities to develop problem solving and reasoning skills.**

Preparation: **Print the Question Sheet – one copy per one or two pupils. There's also a copy for you – with all the answers on!**

Duration: **Up to 30 minutes**

Space Required: **Classroom**

Grouping: **Individual, Pairs, Whole Class**

Download resources (total size 0.7MB)

[Download Patisserie Percentages Y6 / P7 \(.pdf\)](#)

[Download Patisserie Percentages Worksheet with Answers \(.pdf\)](#)

[Download all \(.zip\)](#)



## The Maths of Monsieur le Monde's Shop

Lots of people want to buy Monsieur le Monde's cakes next week. Can you help him make sure he gets everything prepared?

	Éclairs	Cupcakes	Macaroons	Vanilla Slices
Lundi (Monday):	1	3	1	5
Mardi (Tuesday):	4	10	2	0
Mercredi (Wednesday):	5	1	2	3
Jeudi (Thursday):	15	2	16	7
Vendredi (Friday):	3	1	3	0
Samedi (Saturday):	2	3	1	10

Y4 / P5

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## Monsieur le Monde's Shopping



Shopping

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- Add the amount of baking powder to the amount of eggs to the amount of strawberries.
- Add the amount of sugar to the amount of butter to the amount of cream to the amount of chocolate.
- Add the amount of strawberries to the amount of flour to the amount of eggs. Now take away the amount of butter.
- How many tubs of baking powder does he want? What does he want exactly half this number of?
- How many bars of chocolate does the baker want? What ingredient does he want exactly half this number of?
- How many strawberries does he want? What two ingredients does he want exactly half this number of?
- He wants to buy exactly six items – with just two ingredients. He doesn't want strawberries – what two ingredients will he buy?
- He wants to buy exactly five items – with just two ingredients. He doesn't want cream – what two ingredients will he buy?

- All together, how many eclairs does Monsieur le Monde need to bake?
- All together, how many cupcakes does he need to bake?
- All together, how many macaroons does he need to bake?
- All together, how many vanilla slices does he need to bake?
- What will be the busiest day of his week?
- What will be the quietest day of his week?
- On which day will he sell exactly half of all his eclairs?
- On which day will he sell exactly half of all his cupcakes?
- What fraction of all of the cakes does he sell on Monday?
- Over the week, which cake makes up 1/3 of all the cakes?
- What fraction of all of the cakes is made up by the vanilla slices he will sell on Wednesday and Thursday?
- To get to a quarter of all the cakes for the week, on Thursday – and what?

## Chocolate Calculations - Answers



1. Monsieur le Monde's new Luxury Éclair recipe needs 12 bars of chocolate. Half must be milk chocolate. Half of the rest must be dark chocolate. All the rest must be white chocolate. How many bars of each will he buy?

Milk Chocolate	Dark Chocolate	White Chocolate
6	3	3

2. How much will he spend on each of the types of chocolate?

Milk Chocolate	Dark Chocolate	White Chocolate
€6	€6	€6

And how much will he spend all together?

Total	€21
-------	-----

3. If he buys another bar of white chocolate, how much will he spend all together? And if he pays with three €10 notes, how much change will he get?

Total =	€24
Change =	€6

4. He finds another two Euros and buys three more bars, without getting any change. How many of each bar does he buy?

Milk Chocolate	Dark Chocolate	White Chocolate
0	1	2

5a. All together, how many bars of each type of chocolate has he bought now?

Milk Chocolate	Dark Chocolate	White Chocolate
6	4	6

5b. How many of each bar will he need now to make another batch of Luxury Chocolate Éclairs?

Milk Chocolate	Dark Chocolate	White Chocolate
6	2	0

6. How much will he spend on each of the types of chocolate?

Milk Chocolate	Dark Chocolate	White Chocolate
€6	€4	€0

Total	€10
-------	-----

Y3 / P4 - Chocolate Calculations - Answers

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# Mouth-Watering Maths for every age group...





# Six Facts: Fruit and Veg!



## What's the Difference?

Well, it's not about taste! To a scientist, a fruit is a part of a plant that contains seeds. Most of any other parts of plants that we eat are referred to as vegetables.

## Getting to the Root of Things

Many of our favourite vegetables are actually the roots of plants, growing underground. This group of vegetables includes carrots, turnips and parsnips.



## Fruit and Veg in Stories

You'd be surprised how often fruit and veg pop up in traditional stories! What did Jack get in return for Buttercup, the cow? Why, beans of course! And what made Snow White fall into a long and deep sleep? A poisoned apple! How many other stories can you think of that feature fruit and veg?



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## Food Science: Deconstructing Cakes

Explore the science of baking with this tasty and informative experiment!

Understanding that bakery is a scientific process where different ingredients combine and sometimes react, normally under the influence of heat.

...different cakes (keeping the "ingredients" list for each one). The more ingredients you use, the better so a good list might include a sandwich cake, a carrot cake, a swiss roll and a chocolate cake. Your list, of course, will need to account any allergies/dietary needs that any of the children might have. Just for the lesson, slice the cakes into slivers - and place each cake on its own paper plate.

Download the PowerPoint - and print copies of both the "Deconstructing Cakes" Recording Framework (one per table) and the "Reconstructing Cakes" Writing Framework (one per two or three pupils)

Year Groups: Y6 / P7

### Instructions:

1. With the PowerPoint open, ask the pupils what cakes they like - and why. Are there any that individual pupils don't like - and why not? What do the pupils normally eat (and by the word "cake")? What sort of ingredients go into cakes?
2. Advance the PowerPoint - the first slide shows a list of ingredients that might be found in cakes. Which ones are the children familiar with? Advance the presentation - which asks what the function of flour is. Allow the children to discuss this and offer suggestions - then advance the presentation again to reveal the answer.
3. Repeat the process to reveal, in turn, four more ingredients - and their functions.
4. Ask groups - assigning each to a table. Give each group a pencil and a copy of the "Deconstructing Cakes" recording framework. Explain that you are going to give each group a cake - which they'll have to analyse in order to determine what ingredients it contains. Ask how they might do this.
5. Give each group a cake - and set them to the challenge.
6. Once groups feel they have finished, give them the Ingredients List for their cakes. Is there anything there that they missed? Is there anything that they got wrong?
7. As a whole group, discuss the ingredients list for each of the cakes. Are there any constants? How do particular combinations of ingredient contribute to the cakes - to look and texture as well as taste?
8. Advance the PowerPoint to show a "typical" cake recipe. Hand out the "Reconstructing Cakes" Writing Frameworks - and challenge the pupils to use both this and their Ingredient Lists (ignoring E numbers and preservatives) to reconstruct the recipe!

Y2 / P3



## Fresh and Fruity

Most of the fruits we eat come from plants that grow close to the ground (like strawberries), in bushes (like blackberries) or trees (like apples). Fruits are designed to rot quickly once they're ripe - so the sooner they're eaten, the better.



## Lengthy Legumes



Another popular group of vegetables is the legume family. Legumes grow inside pods - so peas, beans and lentils are all legumes.

## What???

You can't always judge a book by its cover - and plants aren't always what they seem. A banana plant isn't a tree - it's a herb. A tomato is a fruit, whatever a chef may tell you.

## Food Science: Eating with Our Eyes

How much does looking at food influence the "way" we taste it? This hands-on exploration tackles this question in an engaging and scientific way.

Outcome: Opportunities to develop skills in gathering and analysing data; opportunities to consider concepts of "fair experiments"; increased understanding that "tasting" food is actually a multi-sensory experience.

Preparation: Prepare your items of food - see the downloadable "Eating with Our Eyes" Resource Sheet. Print copies of the "Eating with Our Eyes" Recording Framework (one per table).

Additional Requirements: pencils, blindfolds, rubbish receptacles, kitchen roll, paper plates.

Year Groups: Y4 / P5

### Instructions:

1. While your classroom is empty, place the following on each of six tables -
  - six paper plates, each holding a small piece of some foodstuff, each plate being covered with a piece of kitchen roll. Although each table should have a different combination of foodstuffs, this doesn't mean you'll need thirty foodstuffs - but this is all made clear in the "Eating with Our Eyes" Resource Sheet
  - a small receptacle for rubbish -
  - a blindfold.
2. As the children arrive, make it clear that nothing is to be disturbed until you give the signal.
3. Discuss what foods different children like and dislike - can they give reasons for what role, if any, vision plays in the "eating experience". Introduce the hypothesis - "vision plays a role in the eating experience" - but this can differ from individual to individual.
4. Create six groups, giving each one a pencil and a copy of the "Eating with Our Eyes" Recording Framework. Instruct the groups to assign members to each member one to five.

Continued...

# Six Facts: Food and Our Bones

Support your pupils understanding of the importance of our bones - and the ways that healthy eating can promote bone growth, development and repair. Then bring the learning to life with a little drama!

Year Groups: Y4 / P5

Outcome: Greater understanding of the role of our bones; greater awareness of the roles both calcium and Vitamin D play in healthy bone growth; greater awareness of natural sources of both calcium and Vitamin D; development of team skills; acquisition of and practice in use of scientific vocabulary.

Preparation: Print off copies of the Six Facts: Food and Our Bones (Year 4 / P5) Fact Sheets - and/or download the PowerPoint presentation.

### Instructions:

1. Introduce the children to the Six Facts Fact Sheet, through printed copies and/or the PowerPoint presentation. Ask them what they think it's all about.
2. Go through each paragraph in turn, checking for understanding. Pay particular attention to the paragraphs headed "Counting the Calcium" and "Vitamin D Diets".
3. Once you have been through the whole Fact Sheet, and checked for understanding, call one will be a waiter ...
  - instruct the waiter to greet the customer - and ask what s/he would like ...
  - the customer will then explain that s/he is a bit worried about their bones - and ask for a dish that's rich in calcium and Vitamin D (not specifying which ingredients should be used, though) ...
  - the waiter will leave, before returning quickly with something that, while it may be healthy, is not particularly rich in calcium or Vitamin D, offering it to the customer and naming it ...
  - the customer will politely reject the offering, explaining why it is not appropriate for them ...
  - the waiter will leave, before returning quickly with something that is particularly rich in calcium and Vitamin D, offering it to the customer - and naming it ...
  - delighted, the customer will accept the offering.

Check for understanding.

4. Divide the class into pairs - and in each pair identify a customer and a waiter. Remind everyone of the sequence - then give them a minute to agree on their two dishes ... Give three minutes to practice their dramas.

UP, invite two pairs to share their work. After each presentation, ask the class to identify, respectively, foods that were not particularly rich in calcium and Vitamin D - and foods that would do the trick.

# Scrumptious Science...





# Laced with Lip-Smacking Literacy!

## La Rue des Gourmets

Let your pupils both practice their skills in writing persuasive first person perspectives to and bring La Rue des Gourmets alive with this appetising literacy activity!

Year Groups: Y6 / P7

Outcomes: Increased ability to organise information; opportunities to develop skills with imaginative writing, create first person perspectives and practice persuasive writing; opportunities to think about the values of multiculturalism and diversity.

Preparation: Download the PowerPoint presentation.

Instructions:

1. Explain that "La Rue des Gourmets" is the French for "The Street for People Who Like Good Food" – and that, according to Monsieur le Monde, there are lots of different countries on the street. Ask the children to describe the sights, sounds and smells of the street.
2. Tell the children that M. le Monde is to have his "first experience" at the Rue des Gourmets on the Rue – including M. le Monde. If you challenge, ask the children if they can identify (a) where each one comes from and (b) where each one comes from.
3. Display the PowerPoint – which, if you have, will give you information about the chefs.
4. The problem M. le Monde faces, though, is that his first language is French (and his English is terrible), therefore, is to write his speech for him.

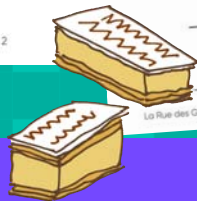


## La Rue des Gourmets



La Rue des Gourmets - Page 1 of 2

La Rue des Gourmets - Year 3, Year 4 / P6, P5



## Who Robbed the Recipe?



Arthur



Luisa



Malika

Who do you think it belongs to?

We are allowed to give more than one Clue to a suspect.



## Untangling Luisa's SPAGhetti

Luisa, the Italian chef, wants to brush up on other languages before the Rue des Gourmets opens. Can you help her with her English – with spelling, punctuation and grammar?

1. What is this chef's name?  
(A) daisy Mahmoud? (B) daisy mahmoud? (C) Daisy Mahmoud?
2. Which word is spelt incorrectly in this sentence ...?  
The meal was made by Indian chefs – and everyone thought it was lovely.
3. Help Luisa think of a simile to describe Malika's food.  
ed Malika's curry, even though it was as hot as ...   
there in this sentence about Pedro's food ...?   
i delicious – and very cheap!   
o in the blank space.   
mpress the other chefs. He wanted \_\_\_\_\_ make the

## Untangling Luisa's SPAGhetti

Bring spelling, punctuation and grammar into the kitchen with this quickfire, contextualised activity!

Year Groups: Y6 / P5

Outcome: Opportunities to demonstrate understanding of spelling, punctuation, homonyms, and parts of speech.

Preparation: Print the Question Sheet – one copy per one or two pupils. There's also a copy for you – with all the answers on.

Instructions:

1. Explain to the children that while Luisa (the Italian chef) makes a spaghetti, she needs a bit of help with her written English. Which is Italian that's her first language?
2. If you haven't looked at adverbs and/or similes recently, you might like to do a quick review – as these are explored in Questions 3 and 10 respectively.
3. Hand out the Question Sheets. You might choose to give a sheet to each child to have some or all of them working in pairs.
4. Read out Question 1 – and check for understanding. Give the pupils a minute to consider how to respond – and to fill in the box asking for their answer.
5. Set the children to work independently on Questions 2 – 10.

## Clue 3: Pedro in Paris



Pedro, the Spanish chef, thinks he can help you eliminate a third suspect.

He's left you a message – but it's in code.

Read his message carefully.

Start planning your whole-school WOW day today!