

FOOD RANGERS



Teacher Guide

Reducing Food Waste

ASDA



Teachers' Guide

The Food Rangers programme is part of Asda's commitment to tackle the increasing problem of food waste in the UK. By helping people to store food efficiently, plan their food shopping ahead, and to reuse leftovers, Asda hope those involved in the Food Rangers programme will inspire others to do the same.



FOOD RANGERS

Pupils are invited to become Food Rangers, where they will explore the reasons for and solutions to food waste through a series of missions, supported by home learning activities. Depending on current Government COVID guidance, there's also opportunities for children to visit an Asda store, where the Asda Community Champions have supporting activities to add extra excitement and breadth to the children's understanding of this important topic.

The Food Rangers programme

UK households currently waste around 4.5 million tonnes of food each year – food that could have been eaten. It's estimated that we throw away one third of all food meant for human consumption. Because there is an environmental cost for the resources needed to produce, transport, store, and cook this food, this means wasted food is contributing to global environmental damage such as greenhouse gases and climate change. In fact, if global annual food waste were a country, it would be the third largest emitter in the world, after the USA and China.

Surprising facts

- The average UK family wastes the equivalent of £700 a year of edible food.
- About 70% of the UK's food waste comes from home, and only 3% from retail.
- 4.5 million tonnes of wasted food is about 3,648 Olympic swimming pools!



ASDA

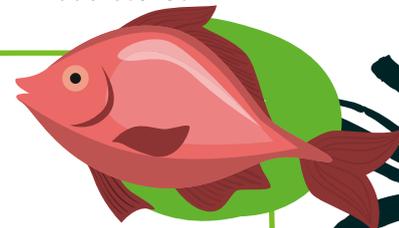
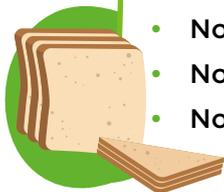


Following on from its successful Plastic Investigators PI Club educational program, Asda is continuing its commitment to empower UK children to make positive changes by helping them to reduce food waste and live more sustainably. Becoming a Food Ranger will help children understand the importance of eliminating food waste, and develop strategies so that they and their families can reduce wasted food in their homes.

The Food Rangers programme contains five engaging and important missions aimed at KS2 children. Each mission works towards helping pupils develop the skills and knowledge they need to help themselves and their families reduce food waste. These missions are supported by resources developed specifically for UK KS2 children to use in school and in Asda stores.

The reasons people waste food

- Not planning ahead and so buying more than they need.
- Not storing food in the best way for it to last longer.
- Not organising their food storage so they forget what needs to be eaten.
- Not understanding the difference between 'best before' and 'use by'.
- Not knowing what can be done with food when it's reaching its 'use by' date.
- Not understanding how to make food last longer.



The three main reasons for food being wasted are:

1. The food wasn't eaten before it went off = 1.9 million tonnes.
2. Because they didn't like the food so didn't eat it = 1.3 million tonnes.
3. They prepared, cooked, and served too much than was needed = 1.1 million tonnes.

Some of the most wasted foods in the UK are, bread (20 million slices daily), milk (3.1 million glasses daily), potatoes (4.4 million daily), cheese (3.3 million portions daily), pasta (2 million bowls daily), bananas (920,000 daily), apples (800,000 daily). All of which could have been eaten with a little forward planning.

These websites have excellent supporting information with more facts about the problem of Food Waste in the UK and how to make food last longer:

<https://www.asda.com/creating-change-for-better>

<https://lovefoodhatewaste.com/>

<https://wrap.org.uk/>

What's in this pack?

The following resources are provided to support pupil's learning and understanding of food waste:

Lesson plan: step-by-step guide for an inspiring lesson on reducing food waste.

Presentation: Engaging presentation to introduce pupils to the Food Rangers programme.

Mission cards: Challenge pupils to achieve all 5 badges on their cards.

Problem solving cards: Real-word scenarios for your pupils to discuss.

Homework activity pack: A collection of at-home activities including menu plans, quizzes and recipes.

Letter for parents: Hand out this letter for parents or carers to share what pupils have been learning about.

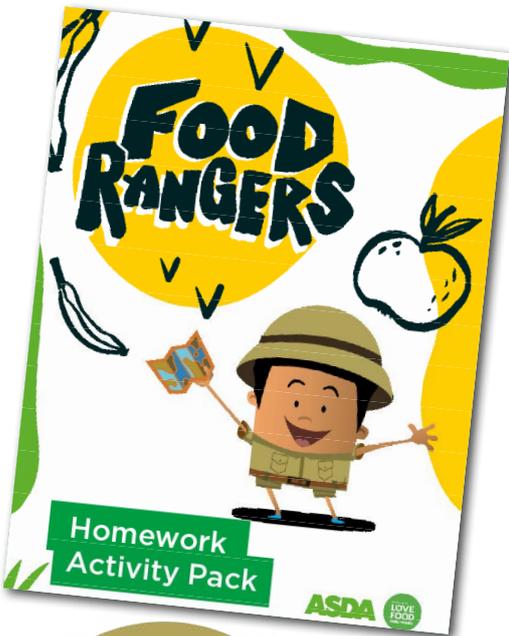
Pupil Certificate: Reward pupils with their own certificate when they complete all 5 missions.

Printable food items: Examples of food packaging if you can not gather the physical items.

Message recording guidance: A one-sheet of tips to record the perfect messages.

Suggestions for running the programme

You may want to begin this programme with a whole school assembly, we have an engaging presentation made just for the Food Ranger programme to get pupils excited about reducing food waste. Why not reach out to your local Asda store and ask if their Community Champions can come in to help with the assembly? If you are unsure who the community champion is in your local store, please go to <https://storelocator.asda.com/> The Food Ranger lesson plan explains the five missions to be taught in the classroom, which each focus on a specific food waste problem and strategies to solve them.



Many of the tips for minimising food waste apply best in the home. Why not use the home learning pack to support the class learning at home? The pack will help pupils bring the key messages into their homes and communities, whilst also suggesting ways families can save money by reducing food waste. There are also options such as the food sharing app Olio to share unwanted food with others in your community who could use it.

Why not have a Fighting Food Waste corner of the class or a display board at school for the pupils to look at? The missions connect with national curriculum topics and outcomes across the UK, and could be written up in the pupils workbooks. Alternatively, you may encourage the children to record their thoughts and findings as posters for display, videos or presentations for an assembly. You know what will work best in your school!

Asda are passionate about reducing food waste and are keen to show pupils just how they are working towards reducing food waste by 20% by 2025 and 50% by 2030. Reach out to your Community Champion at your local store who will arrange a store visit for you with activities to develop the children's understanding in the real world. There's a range of activities to suit your class' needs, and inspire the children to make a real difference.

Finally, to finish the Food Ranger programme you could encourage pupils to run their own assembly and feedback what they have learnt to the rest of the school. That way, the children can become fully fledged champions for change in their mission to reduce food waste.

We hope our resources will inspire you to get a new generation passionate about minimising food waste, and helping to save the planet.

Lesson plan

Estimated time - 1 hour/1.5 hours

Pupils learn about the problem of food waste and some strategies to help reduce it. Each mission focuses on one issue, and by learning to help solve it, the children earn **Mission Badges** to keep in their **Mission Card** alongside helpful tips to share with their families at home.

The **PowerPoint** has been designed to support the lesson plan and to support the pupils learning with visual aids and emphasis of key points.

Preparation before the lesson

- You can run **slides 1-8** as part of a whole school assembly.
- Ask children to fill in home food diaries to share during mission one.
- Collect (cleaned) food packages to use in the classroom.
- Take some “shelfies” (photos of how food is stored at home in the fridge, freezer, and cupboard) for use with mission four.
- Ensure you have enough **Food Ranger Mission Cards** for each pupil.
- Bring in vegetable scraps to re-grow for mission five.

It's possible to run the activities without these resources, but may be more engaging if the children can get some hands on experiences.

Learning objectives:

- Understand why it is important to eliminate food waste.
- Understand ways that food waste can be reduced.
- Know how to read and interpret food packaging labelling (e.g. 'best before', 'use by').
- Know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.

Learning outcomes:

- I can describe some of the ways food waste can be eliminated.
- I can describe the difference between 'use by' and 'best before' on food packaging.
- I can make decisions that help me and my family reduce food waste.
- I can describe how eliminating food waste can help us live more sustainably.

Starter (can be part of a whole school assembly)

Suggested time: 5 minutes

Equipment:

- Paper
- Pens/pencils to record mind map

Start with a whole class mind map to establish what your pupils already know about food waste. You can refer back to this as a plenary, or as part of a display to show the journey the children have taken to become Food Rangers. Display these questions on **slide 2** of the **Classroom Presentation** to prompt ideas.

- What is wasted food? (Food that could have been eaten but gets thrown away.)
- Who do the children think wastes food? (Almost everyone, whether it's the crust from a sandwich, fruit that has gone bad, or something forgotten in a cupboard. Adults and children can all waste food.)



- Where do they think wasted food ends up? (Some gets composted by councils or gardeners, much of the rest goes to landfill sites, where some is eaten by other animals like rats and the remainder rots away.)
- Do they think food waste causes any problems for the Earth or the environment? (Growing crops and raising livestock uses energy from machinery which often runs off fossil fuels or electricity which was generated by fossil fuels. Transporting the ingredients across the world, and storing it at the right temperature also uses energy. Making ingredients into a meal uses even more energy, and storing food at home in fridges or freezers uses it too. All this fossil fuel energy leads to greenhouse gases and then climate change. Plus, all food needs water which is a limited resource in some countries.)
- Is it ever okay to throw food away? (Yes, in some cases food might be contaminated with things that could make people sick. Some foods cannot be easily composted either, like meat.)
- Can they think of any examples of time they/their families have thrown away food? (Crust off sandwich or pizza, fruit that goes bad, something they didn't like the taste of, etc.)
- Do their families have ways to reduced food waste at home? (Families might have strategies such as no dessert until you've finished dinner, using leftovers the next day, a garden composter which makes use of scraps.)

Main Lesson

Suggested time: 1 hour

Equipment:

- Food Ranger Mission cards
- Mission stickers if available. (Mission badges can be coloured in as an alternative)
- Classroom Presentation
- Mission specific resources

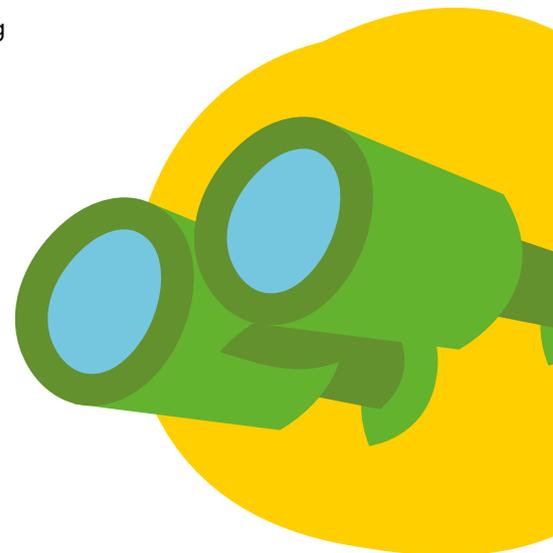
Lesson Aim:

This lesson aims to empower a group of passionate Food Rangers with the understanding and tools they need to make a difference in their communities. Take your pupils through five missions to get them ready to tackle food waste!

Remind your pupils of the food waste problem discussed in the assembly, or use **slides 1-8** in the **Classroom Presentation** if they haven't already seen it. Explain that the Earth needs their help. Food waste is a growing problem in the UK. Mountains of food that could have been eaten are being thrown away every year. 4.5million tonnes each year - which is about 38 million wheelie bins!

Not only does this waste money, but it also damages the environment. The children may have heard about greenhouse gases and climate change. Explain that to get food from the field to our forks, it has to go through lots of stages that all use energy. If we then throw away that food then the energy was wasted. Things need to change to make a better planet for everyone, and they can help!

Today, they have been selected for a special training programme so they can make a difference. Use **slide 8** if the **Classroom Presentation** to explain that each child will get a **Food Ranger Mission Card** with space for five **Mission Badges** which they earn by learning strategies to minimise food waste. By completing the five missions they can become Food Rangers and go out into their communities to spread the word about how to reduce food waste and help save the planet!



Mission 1: Plan it!

Suggested time: 15 minutes

Equipment:

Food diaries from home
(Optional) Laptops/iPads with internet access



Planning meals means you know exactly what you need so you only buy the food you will use.

Food Rangers want to save every bit of food they can from going in the bin, and the best way to prevent waste is to plan ahead!

Introduce **Mission 1** using **slide 9** of the **Classroom Presentation**. Share the example food diary on **slide 10** or create your own to share with pupils by editing the slide. Some of the example meals wasted food and some of yours might too. Ask for volunteers to read through the comments to see why there was wasted food. Click to reveal examples of why the food was wasted, editing them to match your own diary if you choose to. The examples provided are:



- We cooked too much pasta as we didn't measure it properly.
- I cooked a new recipe but not everybody like it.
- We forgot we planned to go out for a meal, so we didn't need to buy this food.
- We decided to get a takeaway and didn't cook the meal we planned.

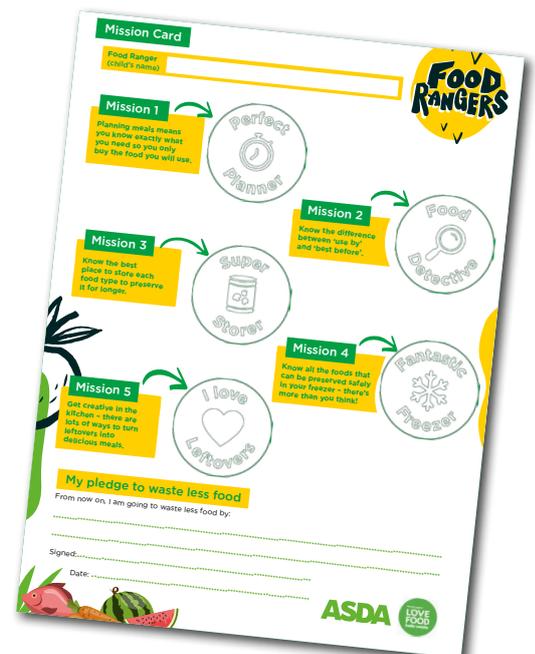
If the children have filled in their food diaries ask them to share them with the class. Did any children mark their diaries to show food that ended up in the bin? Did any keep leftover food to eat later on? Some might have put leftovers into a compost bin, which is better than being thrown into the wheelie bin, but not ideal as we shouldn't be wasting edible food! If your council area has food caddy collections, remind the children that only inedible waste like eggshells, bones, or teabags should be put in there.

Similarly, if they have (or the school has) a garden composter then only raw fruit and vegetable scraps can be composted, not cooked leftover food.

Ask the children what advice they would give to the family in the example, or to their own families, not to waste so much food next week? (Plan ahead before going food shopping, making a shopping list, planning what meals you are going to eat and when, stick to your weekly food plan.)

Using the advice the children discussed, make a shopping list on the whiteboard or ask children to write shopping lists that will waste less food next time.

Brilliant start! Each pupil has passed the first mission and earned a badge! Hand out stickers if they are available or ask pupils to colour in their first badge on their **Mission Cards**. They're on the way to becoming a Food Ranger.



Stretch Activity

Older children could try using an online shopper to add items to the basket. They could try for one meal or a whole day. What do they estimate the cost will be? How accurate was their guess for that one day/meal? Try the Asda website for an easy to use format <https://www.asda.com/>

In Store Supporting Activity

Grown-ups have a lot to think about, so sometimes they need a little reminder to help them!

Using what they've learnt in school and with reminders from the Food Ranger posters in store, children will work in groups to record messages for the customers. These messages can be a fun jingle, a rhyme, or other catchy message to tell customers the best way to reduce food waste and save the planet.

The messages could be played across the store sound system, so remember to include what school you're from! For details on how to record your messages and send them to Asda please see the **Message Recording Guidance Sheet**.

Mission 2: Food Detectives!

Suggested time: 10 minutes

Equipment:

- A variety of cleaned food packages (Or the printable food packaging sheet if items are not available)
- Magnifying glasses (optional)

Be a packaging pro. Know the difference between 'use by' and 'best before'.

Introduce Mission 2 by using **slide 11** of the **Classroom Presentation**. Share out the clean food packages so that pupils can examine them in detail.

Ask children what they can see on their packaging. There's a lot of information! They might spot the product name, flavour, ingredients, pictures, nutrition information, a snowflake symbol which means the product can be frozen, and more.

But to become a Food Ranger, they have to look even closer to spot some vital information that can help prevent food waste! Can they find a 'Use By' or 'Best Before' date? Explain it might be very small, or on the back of the packet - even underneath. But there is a legal requirement to have the date visible, so it will be there! Get the pupils to help each other and swap so they can see where 'Use By' and 'Best Before' dates are printed on packages. Ask pupils to consider if any foods do not have 'Use By' or 'Best Before' dates (e.g. loose fruit and veg).

If you have school magnifying glasses, you could share these out to help them look - and make the pupils feel like food detectives!

Ask a volunteer to read out the definition of 'Used By' and 'Best Before.' Explain that food past it's best before date is still safe to eat, but past the used by date is not.

Great detective work! The pupils have earned their second Food Ranger mission badge to add to their **Mission Card**.



Stretch Activity

Depending on their age, you can have discussion about what makes food go off and why eating food past the used by date isn't a good idea (bacteria, decomposition & food hygiene safety).

Ask children to read out the dates of the used by and best before. Children might spot a pattern between which sorts of foods last longer than others (fresh food lasts less time than tinned).

In Store Supporting Activity

Past it's best... but still tasty!

Many stores have yellow sticker items that are not the best quality but still okay to eat – perhaps they have damaged packages or are approaching their best-before date. So that these items can be sold quickly, the shop sells them at a cheaper price. They are a great way to try a new food for less money, and to keep food from being wasted!

Challenge pupils to explore the store and put into practice what they have learned in the classroom. Encourage them to check dates on different food items and see which last the longest. Can they spot discounted items? What do they notice about the prices on these items?

Mission 3: Super Storing!

Suggested time: 10 minutes

Equipment:

- Shelfies
- Plastic food toys (optional)



Get super at storing. Know the best place to store each food type to preserve it for longer.

Keeping food in the right place means it stays fresh for longer, is easy to find and families won't forget they have it.

Use **slide 12** of the **Classroom Presentation** and discuss what's wrong with the pictures? (fresh fish stored in a cupboard, tins kept in the freezer, cereal in the fridge and dried pasta in the bathroom!)

Ask children where they think would be a better place to keep each of these.

Looking back at the food packages from Mission 1 ask if they can see anything on the packages to help you know where to store it. (keep refrigerated, keep frozen, store in a cool, dark place – explain this means a cupboard not the fridge.)

Depending on their age, you can discuss what will happen to food if it's kept in the wrong place. (It will go "bad"/"off" because bacteria and mould will grow on it, which can make you sick.) Discuss the importance of keeping food at the right temperature. E.g. food kept in a fridge at below 5°C stays fresher for longer.

Share a good vs a bad "shelfie". (We have provided some examples on **slide 13** of the **Classroom Presentation**) Discuss with the class why a badly organised cupboard/fridge/freezer makes it harder to remember what food you have. That means food can get forgotten about and pass its use by date which makes it unsafe to eat.

Well done on passing the third mission! Hand out a Mission Sticker if available or tell pupils they can now colour in their third **Mission Badge**.

Differentiated Activity

Younger or SEN children might be able to use plastic toy food to organise the food into groups, or arranging them in a cupboard box so you can see what they are more easily.

In Store Supporting Activity

Our shelves are empty, but Food Rangers can help put all the food back in the right place.

Take a walk around an Asda store and identify the three main areas that food can be found – fridges, freezers and regular shelves. Help pupils to understand that these areas are good indicators of where food should be stored, but some items can belong in more than one place. An unopened jar may be on a shelf, but when its open it may move to the fridge.

Mission 4 – Freeze, please!

Suggested time: 10 minutes

Equipment:

- Colouring materials
- Paper
- iPads/laptops (optional)



Freeze please. Know all the foods that can be preserved safely in your freezer – there's more than you think!

The freezer is an excellent way for Food Rangers to help stop food going to waste!

Sadly, not many people know just how many foods can be frozen, or the best ways to keep a freezer organised. The best thing is, that a full freezer works more efficiently than an empty one! So there's no excuse not to freeze whatever you can at home.

Share **slide 14** with the class to explain the benefits of freezing food. Ask pupils if they think the foods on **slide 15** can be frozen. Click to reveal and discuss the answers.

Freezing food is like hitting pause on a movie. It stops the molecules moving about and prevents bacteria growing, although it doesn't get rid of them. Use **slide 16** to remind children about the three states of matter and what temperature things need to be to freeze. Food in a freezer won't deteriorate as most bacteria can not grow in such low temperatures.

You could ask the class to act out the energy states; spread out and zooming about for gas, closer together and slowly moving for liquid, and very close together and slowly bouncing on the spot for solids.

If you have access to laptops or iPads, explore these websites and ask children to find a fact about freezing food.

<https://www.lovefoodhatewaste.com/article/food-storage-a-z>
<https://lovefoodhatewaste.com/article/be-freezer-hero>

They can record their fact on whiteboards to and then feedback their facts to the class.

Share out the fourth mission stickers or ask pupils to colour in their fourth mission badge on their **Mission Card** – they're nearly full Food Rangers!



Extension Activity

If there's time, ask the pupils to create a poster using what they have learned to help others understand which foods can be frozen. Perhaps they can finish the poster at home and share it with their families.

In Store Supporting Activity

Make sure everyone remembers their coats, because we're off to the artic... well the arctic rolls!

Water freezes at 0°C, but food is stored far colder at supermarkets. Children will be asked what foods they think can be frozen and surprised by some products they never knew about.

Look at the packages - how does Asda know these products are meant to be kept frozen? The Food Rangers will explore the frozen food packaging to understand the 'freeze by' dates and blue star logos.

Mission 5 - Love leftovers

Suggested time: 10 minutes

Equipment:

- Recipe cards/leftover recipe ideas
- Scrap vegetables
- Transparent container
- Water
- iPads/laptops (optional)



Love leftovers. Get creative in the kitchen - there are lots of ways to turn leftovers into delicious meals.

Share **slide 17** of the **Classroom Presentation** and give pupils the chance to share what their family does with leftovers. What kind of meals often have leftovers? (anything can have leftovers but often big family dinners like Sunday lunch have leftovers as more food is made than can be eaten).

Can the Food Rangers find recipes that use leftovers? Let them explore these websites and make a colourful recipe card for their favourite (easy options are soups, stir-fry, and baked goods like banana bread).

You can find some great recipe examples here:

<https://wrap.org.uk/resources/campaign-assets/recipe-cards>

Or why not show the children a little food magic? Some vegetable leftovers can regrow into edible food! Try keeping the bulb of celery, spring onions, gem lettuce, leeks, coriander, basil or mint in some water. All these food scraps need is a little sunshine and they regrow to be used again!

www.housebeautiful.com/uk/garden/plants/a32077188/vegetables-regrow-kitchen-scrap/ has extra advice.

By saving leftovers from the bin, pupils pass the final mission to become a full Food Ranger and earn their final mission badge!



In Store Supporting Activity

Sometimes food is left over from our café or the packet is damaged so we can't sell it but we don't let this food go to waste! Leftover food in Asda stores often goes to charities and community groups to make hot meals. Customers can also donate food to help these charities. Can you find the food donation bank in store? What meals could your pupils make from the food people have donated? What items are missing that might help? Can the Food Rangers encourage their family to help?

Plenary

Suggested time: 10 minutes

Equipment:

- Problem solving cards

Use the **Problem Solving Cards** to assess how well the pupils understood what they have learnt. Encourage pupils to use their new knowledge and give suggestions on how families can reduce their food waste. Use different questions so every child gets a chance to share their thoughts. Depending on the confidence of your class, this activity could be delivered in one of the following ways:

- Think, pair, share.
- Ask for volunteers to tell the class how they'd solve the problem.
- Write out their answers on a whiteboard.
- Split into five groups to work on one problem card each, then share their solution to the whole class.
- Compare what the pupils know now with the starter mind map.

With their **Food Ranger Mission Card**, the children fill in any remaining badges and sign the pledge - to promise to reduce food waste wherever the can.

Now, prepared with strategies to help reduce food waste, the Food Rangers have one final duty - to spread the word and help save the world!



Home Learning

After the lesson, why not share the **Homework Activity Pack** for pupils to complete at home? This take-home booklet includes fun activities that consolidate the learning and keep pupils inspired. It includes:

- An activity to match the food to its best storage place.
- Weekly menu plan template.
- True/False quiz around food waste and food preservation.
- Instructions to re-grow vegetable scraps in your kitchen.
- Child-friendly recipe to use up leftovers.
- Design a poster activity.

Some pupils might want to complete the poster from mission four as homework, try a leftover recipe, or even have a go at the magic re-growing food. Encourage them to take photos and share with their class.

Perhaps older pupils could challenge themselves to find creative ways of sharing the messages of how to reduce food waste. How about a short film or Tik Tok video? Or maybe a persuasive letter to convince others to minimise how much food they waste, or a catchy jingle with an important strategy on how to stop wasting food?

Take-home Parent Leaflet

This leaflet will include the following:

- About the Food Rangers Programme.
- The issue of food waste and why it's important.
- Food Ranger Missions.
- More tips for eliminating food waste as a family (tips for the home and store).

Share the leaflet with parents to let them know what their children have been learning in class and how they have become Food Rangers!



Curriculum links

ENGLAND

Science

Working scientifically (Years 3 & 4)

- Asking relevant questions and using different types of scientific enquiries to answer them

Animals including humans

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

SCOTLAND

Art and Design

- EXA 2-03a I can create and present work that shows developing skill in using the visual elements and concepts.
- EXA 2-06a I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem.

Health and Wellbeing

- HWB 2-15a I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health

Food and Health

- HWB 2-30a By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan.
- HWB 3-33a I can apply food safety principles when buying, storing, preparing, cooking and consuming food.
- HWB 2 36a By investigating food labelling systems, I can begin to understand how to use them to make healthy food choices.

Mathematics

- MNU 2-01a I can use my knowledge of rounding to routinely estimate the answer to a problem then, after calculating, decide if my answer is reasonable, sharing my solution with others.
- MNU 2-09a I can manage money, and determine what I can afford to buy.

Citizenship KS2

- 1a to talk and write about their opinions, and explain their views, on issues that affect themselves and society
- 2a to research, discuss and debate topical issues, problems and events
- Research, discuss and debate topical issues, problems and events
- Learn that there are different kinds of responsibilities, rights and duties at home, at school and in the community
- Learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment

Science

- SCN 2-20b I can report and comment on current scientific news items to develop my knowledge and understanding of topical science.

Social Studies

- SOC 2-15a I can use evidence selectively to research current social, political or economic issues.

Technologies

- TCH 02-02a I can use digital technologies to search, access and retrieve information and am aware not all of this information will be credible

Food and Textile

- TCH 2-04c I can extend and explore problem solving strategies to meet increasingly difficult challenges with a food focus

Technological Developments

- TCH 2-06a I can analyse how lifestyles can impact on the environment and Earth's resources and can make suggestions about how to live in a more sustainable way
- TCH2-07a I can make suggestions as to how individuals and organisations may use technologies to support sustainability and reduce the impact on our environment.
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Curriculum links

WALES

Health and Wellbeing

- I can explain the importance of a balanced diet and nutrition and the impact my choices have on my physical health and well-being. I can plan and prepare basic, nutritious meals.

Humanities

- I can form, express and discuss my own opinions on a range of issues after considering evidence and the views of others.
- I can describe and give simple explanations about the impact of human actions on the natural world
- I can understand the consequences of my actions and the actions of others, and how these affect local, national and global issues.

Literacy and Communication

- I can listen to and understand information about a variety of topics, summarising the main points.
- I can respond to others' points of view, seeking clarity, structuring arguments, summarising and explaining what I have heard, read or seen.

Mathematics and Numeracy

- I can use a range of representations to develop and secure my understanding that the value of a digit is related to its position. I can read, record and interpret numbers, using figures and words up to at least one million.
- I can demonstrate an understanding of income and expenditure, and I can apply calculations to explore profit and loss.

Science and Technology

- I can understand how my actions and the actions of others impact on the environment and living things.
- I can consider how my design proposals will solve problems and how this may affect the environment.
- I can recognise that what I do, and the things I use, can have an impact on my environment and on living things.

NORTHERN IRELAND

Whole Curriculum

- Have an understanding of healthy eating
- Become aware of some issues and problems in society
- Contribute to creating a better world for those around them
- Use critical and creative thinking to solve problems and make decisions
- Develop an awareness of some environmental issues
- Understand how actions can affect the environment

Literacy

- talk with people in a variety of formal and informal situations,
- read, explore, understand and make use of a wide range of traditional and digital texts
- participate in modelled, shared, guided and independent writing, including composing on-screen

Mathematics

- identify and obtain the information required for a task, suggesting appropriate sources to find the information
- develop a range of strategies for problem-solving, looking for ways to overcome difficulties
- be able to plan and think ahead in terms of saving and spending money, prioritise spending with a limited supply of money, understand how to access best buys

Art and Design

- look at a range of natural and man-made objects, exploring and investigating the characteristics of what is seen by close observation, touch and recording
- The World Around Us
- Some of the ways people affect/ conserve the environment both locally and globally.
- How we might act on a local or global issue.
- How waste can be reduced, reused or recycled and how this can be beneficial.

FOOD RANGERS



ASDA

