



Let's Read and Talk About: Healthy Eating Worksheets

There are three photocopiable worksheets for this title. They will help consolidate children's learning about key ideas from the book about what we need to eat to stay healthy. The activities stand alone, but using them in conjunction with the book will offer a more complete learning experience.

Learning objectives

To provide opportunities to consider the ways Science is relevant to their health by undertaking investigative work focusing on:

- making and recording observations
- presenting information in charts and using these to evaluate results

What's in the fridge:

- To collect data to answer the question: what different foods am I eating?
- To evaluate their own diet

A lunchbox survey:

- To collect data to answer the question: how healthy are our lunchboxes?
- To record results using a tally chart
- To draw a bar chart and evaluate results

Additive hunter:

- To record information from first-hand observation
- To make assessments on how information is presented and explain their views

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Name: _____

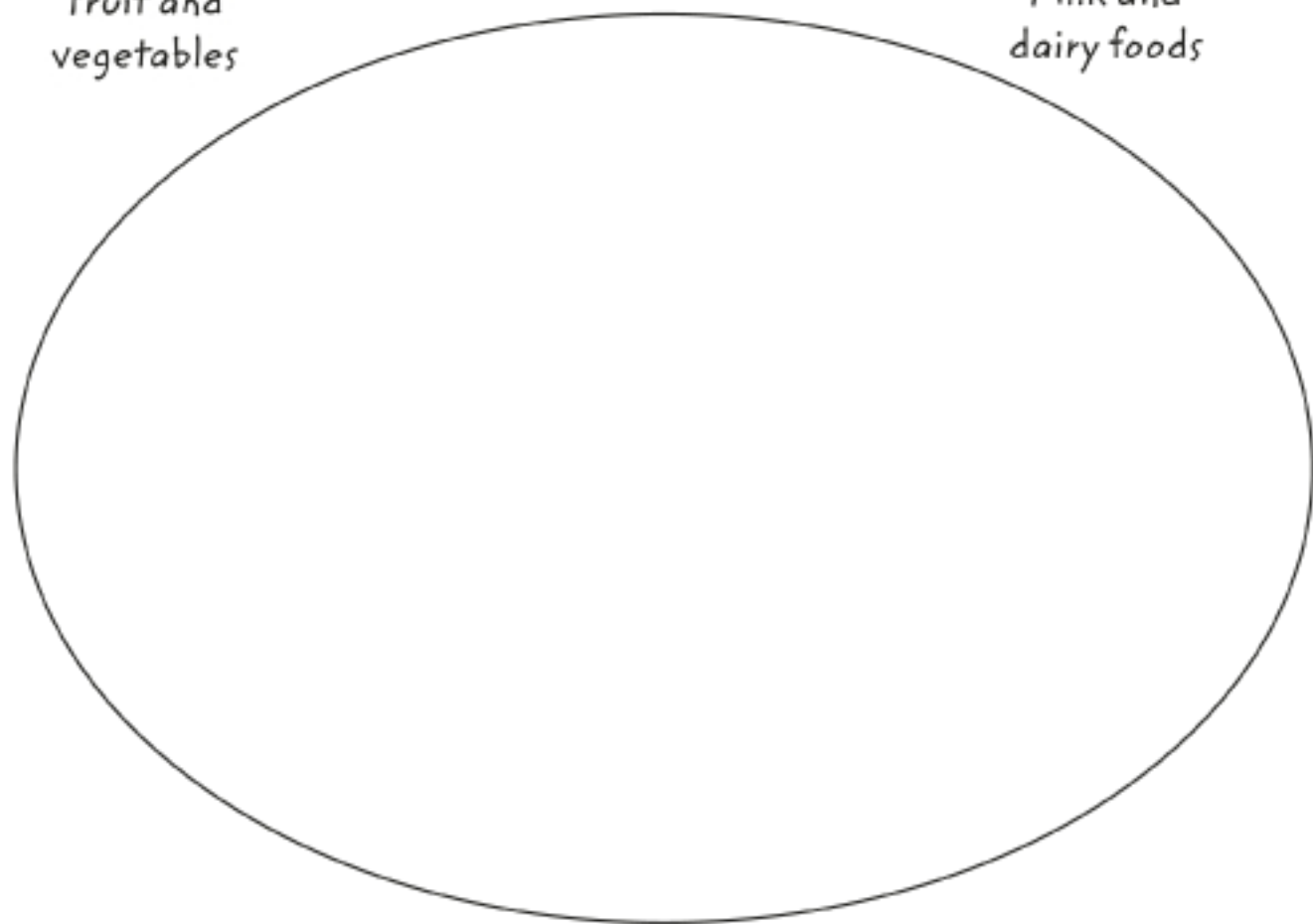
Date: _____

What's in the fridge?

Check through your fridge and cupboards at home. Draw pictures of what you find in the plate below. Group your items together into the four categories shown.

*Fruit and
vegetables*

*Milk and
dairy foods*



*Meat, fish, eggs,
beans and other
protein foods*

*Starchy foods such as bread,
rice, potatoes and pasta – these
are called carbohydrates*

What group did you have the most of? _____

What group did you have the least of? _____

Do you think you generally eat a balanced diet? Explain why.

A lunchbox survey

1. Ask if you can do a lunchbox survey of your class or even your whole school.
2. Find out how many portions of fruit or vegetables are in each lunchbox. Remember you can count the lettuce, tomatoes or other vegetables in a sandwich or salad as well as any other fruits, vegetables or nuts you see.
3. Fill in the tally* chart below.

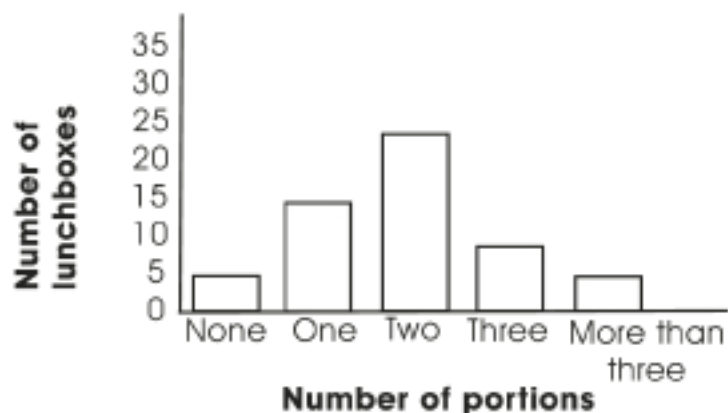
Number of portions in a lunchbox	Tally marks
None	
One	
Two	
Three	
More than three	

* A tally is a stroke which means one. For every fifth mark we put a stroke across instead, so:

IIII = 4

HHH II = 7

4. Count up your tally marks for each number of portions and draw a bar chart on a separate sheet. It could look like this.



5. How is your class or school doing? Are their lunchboxes helping them towards five portions a day?

Name: _____

Date: _____

Additive hunter

1. Pick six things from your food cupboards at home to find out which has the most additives.

Try to choose a range of foods. For example, pick one of each of these:

tinned fruit or vegetables

tinned fish

rice, bread or pasta

biscuits or sweets

crisps

fruit squash

2. Look carefully at the labels. Look through the list of ingredients and the nutrition facts.

3. Now fill in the chart below. Put a tick next to anything the food contains.

Food	Added salt	Added sugar	E numbers

4. Which food contains the most additives? _____

5. Which contains the least additives? _____

6. Was it difficult to understand the labels? Why? _____