

Fantastic activities and ideas for your teaching

ALL ABOUT CHEESE

FOUNDATION/KS1 PACK

Fully curriculum-linked teaching pack for the Foundation Stage and Key Stage 1

Supported by British Dairy Farmers through the Milk Development Council



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Introduction

This pack aims to let children:

- enjoy participating in a range of cheese themed activities
- have the opportunity to develop within the Foundation Stage/Key Stage 1 curricula
- know :
 - ▼ cheese is made from milk
 - ▼ people have been making and eating cheese for a long time
 - ▼ cheese is a good source of calcium
 - ▼ why calcium is important.

Using this pack

This pack is of particular relevance to the Foundation Stage and Key Stage 1 children who are doing topics such as food, healthy living, our bodies, the senses or farming. It could be used to plan a half term's topic or for 'one-off' activities throughout the year.

Section 1 provides useful background information for teachers about food, healthy eating and cheese. It is not intended that all the information will be shared with the children. Instead it is hoped that teachers will use it, as appropriate, to support their own knowledge, in their teaching and to answer the children's knowledge related questions. A grid indicates how the activities within the pack relate to the Early Learning Goals and the Key Stage 1 National Curriculum for England and Wales.

Section 2 outlines a number of activities. By varying the amount of teacher input the activities can be appropriate for a range of ages and abilities. Throughout the activities the children should be encouraged to talk, to collaborate, to observe, to use their senses as appropriate and to ask questions.

Section 3 provides a number of sheets that can be photocopied. They include menus to complete for a Cheesy Café, a number game, sequencing card pictures for making books and posters and cheesy recipes.

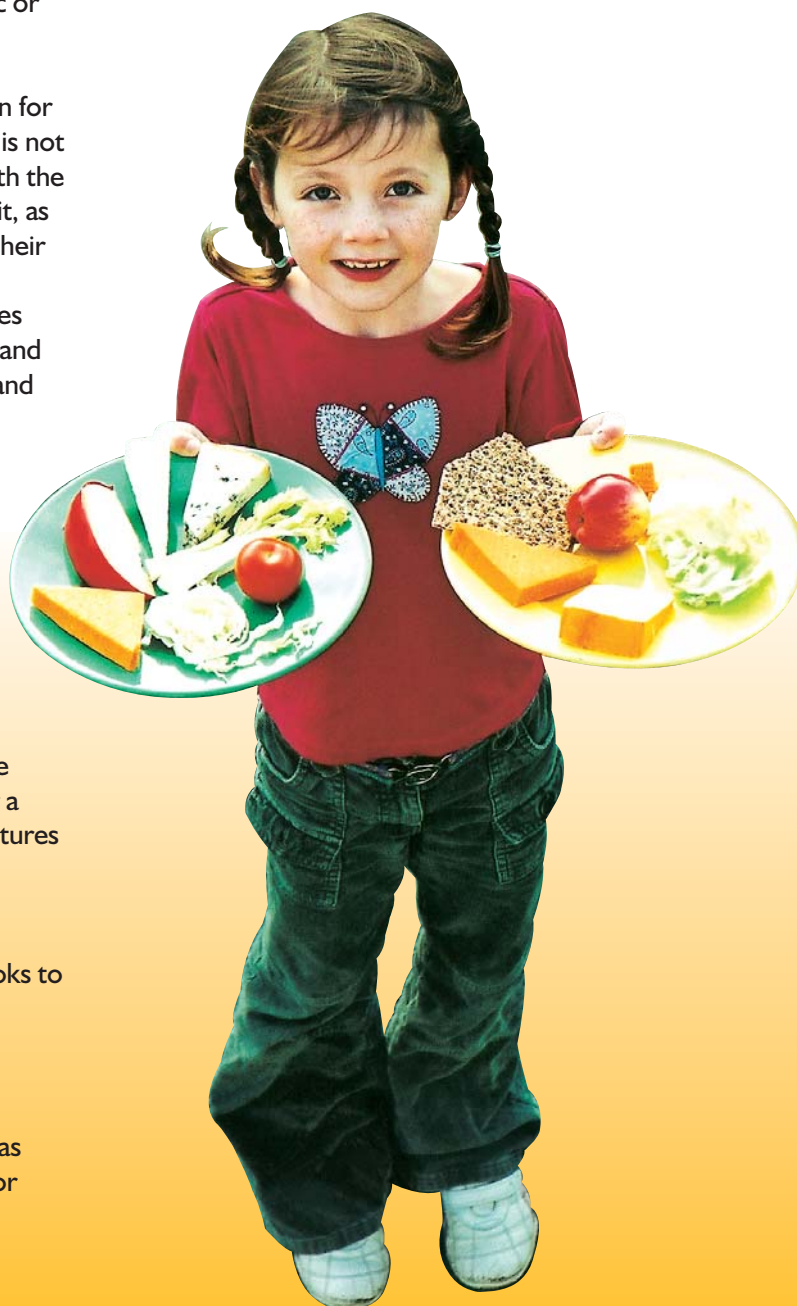
Section 4 gives suggestions for useful websites, a glossary of terms and suggestions of children's books to use for the 'Cheesy foods for a favourite book character' activity.

The poster within this pack shows ways in which cheese is used. It can provide a focus for a display as well as being a useful stimulus for discussion and for

designing cheese based foods. **Picture cards** show the cheese process from a cow being milked to cheese being used in the home. (The pictures have also been reproduced in Section 3 Copy master 1.)

Safety

All the activities outlined within this pack have been trialed with children aged between three and seven years. It is vital that teachers consult children's records and carers for information on food allergies and medical conditions before undertaking activities that involve handling, smelling or tasting foods. Also, ensure that the children have washed their hands before using foods and comply with area health and safety guidelines.



SECTION 1:

Background information for teachers

Facts about food and healthy eating

What is a 'good' food?

Contrary to popular belief foods should not be classed as 'bad' and 'good'. Instead, what is important is that people eat a variety of foods to provide a balance of the nutrients that are required to be healthy. However, it is best to avoid foods that have a very high salt or sugar content.

What is a balanced diet?

A balanced diet is one that provides appropriate amounts of energy and nutrients to promote good health.

Which foods make up a balanced diet?

Different foods serve different functions for health and growth. Carbohydrates, for example, provide energy, fibre is useful for helping the intestines to work, proteins aid growth, and fats provide energy for metabolism. A balanced diet is likely to include foods from all of these groups. Also, it is important to drink water. Examples of foods that fit into these groups are:

- Carbohydrates – pasta, bread, potatoes
- Proteins – meat, fish, cheese, nuts, eggs
- Fibre – carrots, bran, jacket potatoes
- Fats – margarine, butter, nuts, cream, cheese, crisps, meat, biscuits.

Some foods do not fit neatly into one group but might, for example, contain fibre and carbohydrate or protein and fat. Another way to group foods is:

- Potatoes and cereals (including bread), pasta and rice
- Vegetables and fruits
- Dairy foods
- Meat, fish and vegetarian equivalents
- Fats and foods containing sugar.

It is recommended that people try to eat a wide variety of foods from these groups, trying wherever possible to regulate quantities consumed of those in the last group and to eat at least five portions of fruit/vegetables each day.

There are four types of dietary fat

| Fat | Foods in which the fat is found |
|-------------------|----------------------------------------------------------|
| Saturated | meat, dairy products, crisps, chocolate, biscuits, cakes |
| Monounsaturated | olive oil, avocados, dairy products |
| Polyunsaturated | fish and vegetable oil, crisps |
| Trans fatty acids | cakes, biscuits, chocolate, ice cream |

Comparison of fat in whole milk and Cheddar

| | Whole milk | Cheddar cheese |
|-------------------|------------|----------------|
| Total fat | | |
| of which | 3.9% | 34.9% |
| Saturated | 2.5% | 21.7% |
| Monounsaturated | 1.0% | 9.4% |
| Polyunsaturated | 0.1% | 1.1% |
| Trans fatty acids | 0.1% | 1.4% |

Within a balanced diet fats should constitute no more than 35% of total energy from food (this is made up of no more than 11% from saturated fats, 6.5% from polyunsaturated fats, 13% from monounsaturated fats and 2% from trans fatty acids).

Source: *Diet and Nutrition Survey – Young people aged 4–18 years – Volume 1 – page 171 – derived from the Department of Health 'Report on Health and Social Subjects: 41 – Dietary Reference Values for Food Energy and Nutrients for the UK' HMSO London 1991.*



Which foods are useful for building healthy bones?

Bones are made up of collagen, calcium and other minerals enclosed by a thick outer shell. Bones change as worn out parts are broken down by cells called 'osteoclasts' and renewed by 'osteoblasts', which are bone building cells. Up until the age of about 35 years there tends to be a balance between the breakdown and formation of bone. After this, however, the bone loss tends to increase. This can lead to 'osteoporosis' where bones become fragile and can break easily. It is thus important that strong bones are built during childhood and early adulthood. Eating a balanced diet that is rich in calcium and taking regular weight bearing exercise (such as walking or running) can help to build healthy bones and eating a small piece of cheese after a meal can help keep your teeth healthy.

Vitamin D is needed to help the body absorb calcium. Vitamin D is made in the skin when the skin is exposed to the ultraviolet component of sunlight. The majority of people will gain sufficient vitamin D through being out in the sun. Some people will, however, need to ensure there is adequate vitamin D within their diets. These people include children, women who are pregnant, people who are housebound and anyone whose customs involve the wearing of enveloping clothes.



Which foods are good sources of calcium?

Milk, cheese and yogurts contain some of the highest quantities of calcium and are among the best absorbed sources. The following table compares the amounts of calcium in a variety of foods.

| Food | Size of portion | Amount of calcium in the portion in mg |
|--------------------------------------|--------------------|----------------------------------------|
| Cheddar | 30g | 222 |
| Cottage cheese | 250g (1 tub) | 318 |
| Whole milk | 200ml (1 glass) | 243 |
| Semi-skimmed milk | 200ml (1 glass) | 247 |
| Skimmed milk | 200ml (1 glass) | 251 |
| Soya drink | 200ml (1 glass) | 26 |
| Ice cream (dairy, vanilla) | 60g (1 scoop) | 60 |
| Low fat fruit yogurt | 150g | 210 |
| Tortilla chips | 35g | 68 |
| Brown or white bread | 72g (2 slices) | 131 |
| Wholemeal bread | 72g (2 slices) | 76 |
| Peeled orange | 100g | 33 |
| Baked beans | 200g (1 small can) | 107 |
| Cooked broccoli | 100g | 40 |
| Cooked spinach | 100g | 160 |
| Boiled white rice | 180g | 32 |
| Sesame seeds | 12g (1 tablespoon) | 80 |
| Macaroni cheese | 200g (1 small can) | 340 |
| Tinned sardines without bones | 100g | 540 |
| Tinned salmon in brine without bones | 100g | 91 |

1mg = 0.001g

Figures taken from McCance and Widdowson's 'The Composition of Foods' Sixth Summary Edition – FSA and RSC – 2002.

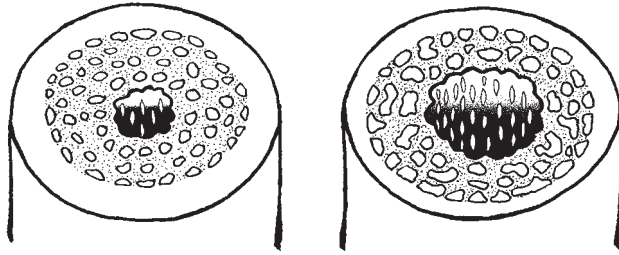
Sources of vitamin D include breakfast cereals, meat, oily fish and margarine. Sunlight also helps the body to absorb vitamin D.

What is the recommended daily intake of calcium?

| Age | Recommended daily intake of calcium in mg |
|---------------------------------|-------------------------------------------|
| 0 – 12 months (breast fed only) | 525 |
| 1 – 3 years | 350 |
| 4 – 6 years | 450 |
| 7 – 10 years | 550 |
| 11 – 18 years boys | 1000 |
| 11 – 18 years girls | 800 |

Figures taken from the National Osteoporosis Society's website, which quoted data from the Government's Committee on the Medical Aspects of Food Policy (COMA).

Bones



Normal bone

Osteoporotic bone

What is 'lactose intolerance'?

Lactose is the main sugar in milk. A person who is lactose intolerant is unable to digest significant amounts of lactose. Lactose intolerance occurs when the body is unable to produce lactase, the enzyme that breaks down lactose into simpler forms that can be absorbed into the bloodstream. Around 1% of people within the United Kingdom have lactose intolerance. Intolerance to lactose can be controlled through diet. Whilst young children who are lactose intolerant are generally advised not to eat foods that contain lactose, older children and adults often do not need to avoid these completely. This does, however, vary from person to person, and in fact hard cheeses such as Cheddar contain almost no lactose (0.1%) and should be safe for adults to eat. Delactosed milk (milk to which lactase has been added) can be bought.

Facts about cheese

What benefits come from eating cheese?

Cheese is an excellent source of nutrition. Cheese contains:

- Protein:** essential for forming the body's 'building blocks'
- Vitamin A:** important for the immune system, bone growth, vision and cell division
- Vitamin B12:** needed to make DNA and also useful for maintaining healthy red blood cells and nerve cells
- Calcium:** vital for the formation and maintenance of strong bones and teeth
- Phosphorus:** important for strong bones and teeth.

Cheese also contains useful quantities of other vitamins and minerals.

Dental plaque is a sticky substance that produces acids, which can cause tooth decay by dissolving tooth enamel. Eating a small piece of cheese at the end of a meal can help to prevent tooth decay. Eating the cheese increases the amount of saliva in the mouth and helps to neutralise the acids. In addition, the cheese helps to replace minerals in tooth enamel such as phosphorus and calcium.

How many cheeses are there?

There are over 700 named cheeses made in the UK. Many others are made around the world.

How is cheese made?

The basic principles for making cheese are the same for the majority of cheeses. Essentially, this involves forming curds and whey, draining the whey and then treating the remaining curds to produce the type of cheese required. There is more work to do on harder cheeses (e.g. Cheddar), which need to have less water in the end product, than for soft cheese (such as cottage cheese). Cottage cheese has a high water content in the end product and little further treatment of the curds will take place. In greater detail the process involves:

- raising the acidity in the milk (which has usually been pasteurised) to aid separation through the addition of special (friendly) bacterial cultures (starters) and adding a coagulating agent or setting agent (rennet or – now more normally – a non-animal rennet substitute)
- removing the whey (which is made up of water, lactose, some whey proteins and a small amount of cream)
- leaving the remaining curds (a mixture of cream, protein and water) to sour naturally
- treating the curds in a variety of ways according to the type of cheese being made – cutting, stirring or heating depending upon the amount of additional whey to be released
- milling, salting, mixing and placing the curds in moulds to shape the cheese
- pressing (more for hard cheeses such as Cheddar and double Gloucester than for the more crumbly, semi-hard cheeses such as Lancashire, Wensleydale and Cheshire). Stilton is never pressed.



The harder cheeses can generally be stored for longer periods (up to two years) than can the semi-hard cheeses, such as Cheshire, Wensleydale and crumbly Lancashire, which are normally sold at around three or four weeks of age but may be kept longer to give a stronger flavour profile.

Can people who follow a vegetarian diet eat cheese?

Although traditionally cheeses tended to be made using animal rennet virtually all cheese sold or produced in the United Kingdom today is made from non-animal rennet. The Vegetarian Society supports the inclusion of cheese within a balanced vegetarian diet.

How are cheeses classified?

One way of classifying cheeses is according to the water content.

| Cheese classification | Water content | Examples of cheeses |
|-----------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| Very soft | 80% | Spoonable cheeses e.g. cottage cheese |
| Soft | 50 – 70% | Spreadable cheeses e.g. Camembert, Brie, Philadelphia |
| Semi-hard | 40 – 50% | Sliceable cheeses with a slightly rubbery texture e.g. Gouda, Edam; Crumbly cheeses e.g. Lancashire, Caerphilly, Wensleydale, Cheshire |
| Hard | 30 – 48% | Sliceable cheeses with a firm, slightly springy or crumbly texture or very firm/dense texture e.g. Cheddar, double Gloucester, red Leicester |

In addition, cheeses are often given strength numbers by supermarkets (e.g. 1 – 5) that indicate their maturity. A cheese of strength 5 is mature and quite strong. One of strength 2 would have a mild flavour.

Fat in cheese

Cheese is a concentrated form of milk containing a mixture of water, cream, protein, vitamins and minerals, typically:

| | Whole milk | Hard cheese |
|------------------------|------------|-------------|
| Water | 86.0% | 36.0% |
| Fat | 4.0% | 35.0% |
| Protein | 3.3% | 26.0% |
| Carbohydrate (lactose) | 4.6% | 0.1% |

In making cheese, the lactose and a large part of the water are removed from the milk leaving a longer lasting, storable food. It takes about 280 millilitres (half a pint) to make 28 grams (1 ounce) of hard cheese or, in other words, 10 litres to make 1 kilogram. Cheese is often thought of as a high fat food. Whilst this is undoubtedly the case per 100 grams of cheese, the average serving size of cheese is between 30 and 40 grams. Most of the cheese we eat in this country has between 25 and 35% fat (i.e. 25 to 35 grams per 100 grams of cheese). This means that an average serving of cheese, for example 30 grams, has about the same fat as a 30 gram packet of potato crisps. All diets though require a certain amount of fat, and nutritionists agree that it is better to consume the fat in foods that deliver other key nutrients. Cheese is described as 'nutrient dense' and may be considered as a key part of a balanced diet. For those restricting the amount of fat in their diet, it may be helpful to use smaller quantities of a stronger tasting cheese.

Comparisons of nutritional values in selected foods

| | | Cheddar 30g | Cheshire 30g | Crisps 30g | Milk chocolate 30g | Digestive biscuits 2=30g |
|--------------|-------|----------------|-----------------|---------------|-----------------------|-----------------------------|
| Calories | kcal | 126.0 | 115.0 | 159.0 | 156.0 | 140.0 |
| Fat | grams | 10.5 | 9.6 | 10.3 | 9.2 | 6.1 |
| Protein | grams | 7.6 | 7.1 | 1.7 | 2.3 | 1.9 |
| Carbohydrate | grams | trace | trace | 16.0 | 17.1 | 20.6 |
| Sodium | mg | 219.0 | 152.0 | 240.0* | 26.0 | 180.0 |
| Calcium | mg | 224.0 | 164.0 | 9.0 | 66.0 | 28.0 |

*Range 180 – 450mg per 100g

Source: McCance and Widdowson's 'The Composition of Foods' – Sixth Summary Edition – FSA and RSC – 2002.

Cheese consumption
 Cheese consumption in the United Kingdom is among the lowest within the countries of the European Union, with an average per head consumption of just 29 grams per person per day (equivalent to a matchbox sized piece of Cheddar), compared with over 50 grams per person per day in the rest of the EU. In France, Germany, Italy and Greece the figure is over 60 grams per person per day.

Curriculum Links

The following tables show how the activities within Section 2 link with the Areas of Learning for the Foundation Stage and the National Curriculum for Key Stage 1.

Links for the Activities to the Foundation Stage Areas of Development

| | | | | | |
|----------------------------------------------|----------------------------------------------------|-------------------------------------|---------------------------------------------------------|---------------------------------|---------------------------------|
| Personal Social and Emotional | Communication Language and Literacy | Mathematical Development | Knowledge and Understanding of the World | Physical Development | Creative Development |
|----------------------------------------------|----------------------------------------------------|-------------------------------------|---------------------------------------------------------|---------------------------------|---------------------------------|

WEEK 1: INTRODUCING CHEESE

| | | | | | |
|-------------------|---|---|---|---|---|
| Sorting foods | X | | X | | |
| Cheesy poem | X | X | | X | |
| The cheesy game | X | | X | | |
| Cheese time lines | X | | | X | |
| Roll a 'cheese' | X | | X | X | |
| Cheesy patchwork | X | | | | X |

WEEK 2: CHEESE DETECTIVES

| | | | | | |
|-------------------|---|---|---|---|---|
| Cheesy books | X | X | | | |
| Weighing 'cheese' | X | | X | | |
| In the dairy | X | X | | | |
| Holey cheese | X | | | X | X |

WEEK 3: CHEESE FOR SALE

| | | | | | |
|---------------------|---|---|---|---|---|
| Cheesy Café menus | X | X | | | |
| At the Cheesy Café | X | X | | | |
| Buying cheese | X | | X | | |
| Going to the market | X | | | X | X |

WEEK 4: COOKING WITH CHEESE

| | | | | | |
|---------------------------------------------|---|---|---|---|---|
| Cheesy foods for a favourite book character | X | X | | | |
| Cooking with cheese | X | | X | X | |
| Cheesy paintings | X | | | | X |

WEEK 5: GOOD HEALTH WEEK

| | | | | | |
|-----------------------------|---|---|--|---|--|
| Caring for teeth | X | X | | | |
| Cheeses with fruit | X | | | X | |
| Designing cheesy sandwiches | X | X | | | |
| Making cheesy sandwiches | X | | | X | |
| Calcium and cheese | X | | | X | |



Links for the Activities to the National Curriculum for Key Stage 1

| | PSHE & Citizenship | English | Mathematics | Science | Physical Education | Design and Technology | Art and Design |
|---------------------------------------------|--------------------|---------|-------------|---------|--------------------|-----------------------|----------------|
| WEEK 1: INTRODUCING CHEESE | | | | | | | |
| Sorting foods | X | | | X | | | |
| Cheesy poem | X | X | | X | | | |
| The cheesy game | X | | X | | | | |
| Cheese time lines | X | | | X | | | |
| Roll a 'cheese' | X | | X | X | | | |
| Cheesy patchwork | X | | | | | | X |
| WEEK 2: CHEESE DETECTIVES | | | | | | | |
| Cheesy books | X | X | | | | | |
| Weighing 'cheese' | X | | X | | | | |
| In the dairy | X | X | | | | | |
| Holey cheese | X | | | X | | | X |
| WEEK 3: CHEESE FOR SALE | | | | | | | |
| Cheesy Café menus | X | X | | | | | |
| At the Cheesy Café | X | X | | | | | |
| Buying cheese | X | | X | | | | |
| Going to the market | X | | | | X | | |
| WEEK 4: COOKING WITH CHEESE | | | | | | | |
| Cheesy foods for a favourite book character | X | X | | | | | |
| Cooking with cheese | X | | | | | X | |
| Cheesy paintings | X | | | | | | X |
| WEEK 5: GOOD HEALTH WEEK | | | | | | | |
| Caring for teeth | X | X | | | | | |
| Cheeses with fruit | X | | | X | | | |
| Designing cheesy sandwiches | X | X | | | | X | |
| Making cheesy sandwiches | X | | | | | X | |
| Calcium and cheese | X | | | X | | | |

Note:

All the activities that take place in groups or as a class will encourage Foundation Stage children to:

- have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others
- form good relationships with adults and peers
- work as a part of a group or class taking turns and sharing fairly, understanding that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.



For Key Stage 1 children the activities will teach them to:

- share their opinions on things that matter to them and explain their views
- take part in discussions with one other person and the whole class
- take part in simple debate about topical issues
- recognise how their behaviour affects other people
- listen to other people, and play and work co-operatively

As a result, none of the activities have been given specific links to the Personal, Social and Emotional Development Early Learning Goals/PSHE and Citizenship National Curriculum statements. It is assumed that the above statements will be developed as a natural outcome of the activities.

SECTION 2: ACTIVITIES

Week 1: Introducing cheese

Sorting foods

Learning objectives:

Children will sort foods into groups.

Children will develop awareness of foods that make up a balanced diet.

Curriculum links:

Foundation Stage Mathematical Development:

Children will say and use number names in order in familiar contexts and count reliably up to ten everyday objects.

KS1 Science: Children will use their senses to explore and recognise the similarities and differences between materials. They will sort objects into groups on the basis of simple material properties. (Sc3 1a, b)

Key vocabulary:

Names of foods, names for chosen food groups e.g. cheeses, fruits, vegetables.

Organisation:

Small groups.

Resources:

Examples of a variety of foods/packaging e.g. cheese, baked beans, bread, cereal, fruits, vegetables, bottle of water.

Introduction:

Show the children the foods/packaging. Help them to identify the foods. Ask for suggestions of different ways that the foods could be sorted such as cheese/not cheese; fruit/not fruit; foods that are orange/foods that are not orange.

Activity:

As a group sort the foods. Help the children to notice similarities and differences in the foods. Encourage the children to name the foods as they sort and to count how many are in each group. Talk about what the foods give us e.g. cheese provides calcium that helps our bones to grow; fruit and vegetables give vitamins that help us to be healthy. Finish by selecting foods to make a tasty, balanced meal.



Week 1: Introducing cheese

Cheesy poem

Learning objectives:

Children will use their senses, as appropriate, to describe cheeses.
Children will collaborate to write a cheesy poem.

Curriculum links:

Foundation Stage Communication, Language and Literacy: Children will ... make up ... their own ... poems. They will read a range of familiar and common words and simple sentences independently.

Knowledge and Understanding of the World:

They will investigate objects and materials by using all of their senses as appropriate.

KS1 Science: Pupils should be taught to explore, using the senses of sight, hearing, smell, touch and taste as appropriate, and make and record observations... (*Sc1 2b*)

English: Pupils should be taught to choose words with precision. (*En1 1b*)

They will plan and review their writing, discussing the quality of what is written. (*En3 2c*)

Key vocabulary:

Names of cheeses and words to describe them e.g. white, yellow, soft, crumbly.

Organisation:

Large group with washed hands.

Resources:

Variety of cheeses (or cheese packaging), flip chart.

Introduction:

Show the group the cheeses. Talk about where cheese comes from, how it is made and some of the benefits that come from eating cheese such as it helps to protect teeth from tooth decay and is also a good source of calcium which helps to build strong bones. Explain that together the group is going to write a poem about cheese.

Activity:

Having checked with carers that the children may sample the cheeses, allow the children to taste the cheeses. Encourage them to suggest words to describe the appearance, texture, smell and taste of the cheeses. Scribe the words. Finish by putting the words into a poem.

e.g. We love cheese,
Cheeses can be...
They smell like...
They taste like...
They feel like...
When we eat cheese it sounds like...
We love cheese.

Extension for KS1:

Let the children write their own, individual poems. Some might like to write acrostics where a descriptive word or phrase could be chosen for each letter in 'CHEESE' or a particular type of cheese such as 'CHEDDAR'.



Week 1: Introducing cheese

The cheesy game

Learning objectives:

Children will count to eight.
They will collaborate to play a game.

Curriculum links:

Foundation Stage Mathematical Development:
Children will say and use number names in order in familiar contexts. They will count reliably up to ten everyday objects, recognise numerals 1 to 9 and use language such as 'more' or 'less' to compare two numbers.

KS1 Mathematics: Pupils should be taught to count reliably up to 20 objects at first and recognise that if the objects are rearranged the number stays the same...
(*Ma2 2a*)

Key vocabulary:

Numbers to 8, triangle, more, less, altogether, how many?

Organisation:

Small groups.

Resources:

A round cheese or model of a cheese; for each child a copy of Copy master 2 (The cheesy game) copied on to card and a die with numbers 1, 2 and 3.

Introduction:

Show the children the cheese. Ask who has tried one like it before. What did it taste like? When did they eat it? Was it cut up? Explain that they are going to play 'The cheesy game' about a round cheese that has been cut into eight pieces.

Activity:

Give each child a card copy of the game. In a tray place enough segment pieces for each child to be able to collect eight. Show the children how to shake the die and place the corresponding number of pieces into the circle. The game finishes when the circle is full. When full 'eat the cheeses' by shaking the die and taking off the corresponding number of cheeses. After each go, challenge the children to work out how many more segments are needed to fill/empty the circle.

Extension for KS1:

Extend the game by using more circles for each child so that they can collect and count a greater number of segments. Also use dice with more numbers.

Cheese time lines

Learning objectives:

Children will understand that cheese is made from milk.

Curriculum links:

Foundation Stage Knowledge and Understanding of the World: Children will ask questions about why things happen and how things work.

KS1 Science: Pupils should be taught to use... simple information sources to answer questions. (*Sc1 2b*)

Key vocabulary:

Milk, cheese, cows, goats.

Organisation:

Large group/whole class.

Resources:

A4 cheese production cards which accompany this pack; a 225g block of Cheddar cheese; 4 pint carton of milk. (These items can just be the packaging if desired.)

Introduction:

Show the children the milk and the cheese and explain that it takes four pints (2.272 litres) of milk to make a 225g block of Cheddar cheese. Talk about animals that give milk such as cows and goats. Explain that cheese is made from milk. Ask children to suggest ways in which milk and cheese are similar and different.

Activity:

Use the A4 cards to explain where milk comes from and how it is turned into cheese. Tell a story in which children milk cows, drive lorries to collect milk, etc. and finish with eating the cheese. Encourage the children to mime to the words. Finish by mixing up the cards and letting the children make them into a time line to show the milk at the start with cheese at the end.

Roll a 'cheese'

Learning objectives:

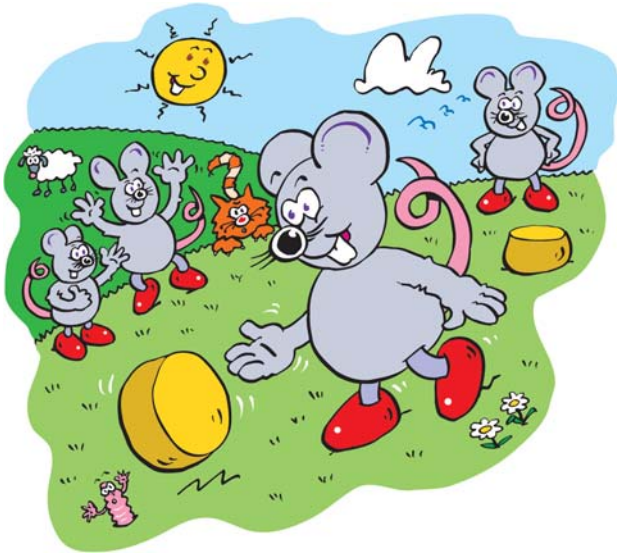
Children will investigate which 3-D shape travels the furthest when released down a ramp.

Curriculum links:

Foundation Stage Knowledge and Understanding of the World: Children will investigate objects and materials by using all of their senses as appropriate.

Mathematical Development: Children will use language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes.

Week 1: Introducing cheese



KS1 Science: Pupils will be taught to recognise when a test or comparison is unfair. (*Sc1 2d*)

KS1 Mathematics: Pupils should be taught to observe, handle and describe common... 3-D shapes... (*Ma3 2b*)

Key vocabulary:

Cube, sphere, cylinder, cuboid, cone, triangular prism.

Organisation:

Whole class.

Resources:

Set of solid shapes including a cube, sphere, cylinder, cuboid, cone, and triangular prism (for fair testing the shapes should have approximately equal masses); a ramp.

Introduction:

Tell the class that cheese has been made and eaten for a long time and that in some parts of the country cheese rolling festivals take place/used to take place. In the town of Stilton on May bank holidays teams of four people have to roll telegraph poles, cut to the shape of a Stilton cheese and painted, down the main high street. Other festivals have used real cheeses which are rolled down a steep hill. In Chester cheese rolling takes place each spring.

Activity:

Show the group the 3-D shapes. Ask the children which 'cheese' they think will travel the furthest down the ramp. Which ones will go in a straight line? Release each 3-D shape down the ramp. Encourage the children to describe how they travel. Which one travels the furthest, in a straight line? Which shape looks most like a cheese?

Extension for KS1:

Challenge the children to make their own 'cheeses' and hold a cheese rolling festival. Ask them to research real cheeses to find ones that would roll.

Cheesy patchwork

Learning objectives:

Children will mix paints to make a range of cheese colours. They will become aware of the wide range of available cheeses.

Curriculum links:

Foundation Stage Creative Development: Children will explore colour, texture, shape, form and space in two... dimensions.

KS1 Art and Design: Pupils should be taught to record from first-hand observation, experience and imagination, and explore ideas. (*1a*)

Key vocabulary:

Light, dark, yellow, red, cream, orange, paint, brush, water.

Organisation:

Small groups.

Resources:

Red, yellow, blue and white paint; brushes, mixing palettes, water pots; black paper squares of side length 21 cm; black border strip; cheeses in a variety of colours.

Introduction:

Show the children the cheeses. Talk about the colours. Explain that the class is going to make a giant patchwork of squares painted in cheesy colours.

Activity:

Demonstrate how to mix paints. Give each child a paper square. Help the children to draw on lines to divide the squares into about six sections. Challenge the children to paint each section a different cheesy colour. (Note: Painting on black will encourage the children to mix paints of a good consistency.)

Extension for KS1:

Encourage the children to mix a greater number of paint colours. Once painted outline the sections in black felt pen to give a stained glass effect.

Display:

Put up the paintings as a patchwork with a black border strip in between each piece.

Week 2: Cheese detectives

Cheesy books

Learning objectives:

Children will examine picture book illustrations and text to find cheese.

Curriculum links:

Foundation Stage Communication, Language and Literacy: Children will sustain attentive listening, responding to what they have heard by relevant comments, questions or actions.

KS1 English: Pupils should be taught to take turns in speaking, relate their contributions to what has gone on before and give reasons for opinions and actions. (*En1 3a, b and e*)

Resources:

Collection of fiction and non-fiction picture books e.g. *The Very Hungry Caterpillar* (Carle, E), *My first farm board book* (Dorling Kindersley).

Key vocabulary:

Cheese, fiction, non-fiction, illustrator, illustration, author, title, titles of the books.

Organisation:

Small groups.

Introduction:

Show the children one of the books. Help them to find the names of the author and the illustrator. Look at the illustrations. Encourage the children to select books that they recognise, and talk about them.

Activity:

Explain that the group is going to look for cheese within the books. Encourage the children to look closely at both the pictures and for the word 'cheese'. Are there any illustrations of cheeses? Are there places in the books where food is eaten and cheese could be included? Why might it be good for the characters to eat cheese?

Extension for KS1:

As a group make a picture book about a child, a mouse and cheese.

Weighing 'cheese'

Learning objectives:

Children will compare amounts using a two-pan balance.

Curriculum links:

Foundation Stage Mathematical Development: Children will use language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities.

KS1 Mathematics: Pupils should be taught to develop flexible approaches to problem solving and look for ways to overcome difficulties. (*Ma2 1b*)

Resources:

Two-pan balance, 6 'cheeses' of varying weights made from toy bricks wrapped in cling film.

Key vocabulary:

Heaviest, lightest, more, less, same, weight.

Organisation:

Small groups.

Introduction:

Talk about buying cheese. Has any child helped to buy cheese? What sort of cheese? Was it weighed?

Activity:

Show the children the balance. Put a book in one pan. Put a 'cheese' in the other. Talk about which is heavier. Challenge the children to find something in the room that weighs the same as the 'cheese'. Repeat this for the other 'cheeses'. Finish by arranging the 'cheeses' in weight order.

Extension for KS1:

Enjoy using the 'cheeses' in a role play green grocer's shop.

In the dairy

Learning objectives:

Children will collaborate in a role play dairy.

They will understand that milk can come from cows and that cheese is made from milk.

Curriculum links:

Foundation Stage Communication, Language and Literacy: Children will use language to imagine and recreate roles and experiences.

Week 2: Cheese detectives

KS1 English: Pupils should be able to take turns in speaking. They should create and sustain roles individually and when working with others. (*En1 3a, 4b*)

Resources:

Role play dairy with a small stool, clean, empty milk cartons; 'cheeses' made from toy bricks and yogurt pots; life sized painting of two small cows (if possible); bucket, phone, cash register, paper, pencils, A4 picture cards which accompany this pack.

Key vocabulary:

Cow, milk, milking, cheese, dairy.

Organisation:

Class introduction, small group role play.

Introduction:

Show the children the picture card of a cow being milked. Talk about how cows used to be milked by hand, but today are milked either by hand or machines. Discuss foods that can be made from milk such as cheese.

Activity:

Invite small groups to play in the dairy. Encourage the children to milk the cows, make cheese and yogurt and to sell and buy cheeses, milk and yogurts.

Extension for KS1:

Involve the children in making signs for the role play area. Encourage them to use the dairy to make up adverts about eating cheese.

Holey cheese

Learning objectives:

Children will know that cheeses have different textures. They will paint/print/punch holes.

Curriculum links:

Foundation Stage Creative Development: Children will explore colour, texture, shape, form and space in two or three dimensions. They will respond in a variety of ways to what they see ...

Knowledge and Understanding of the World:

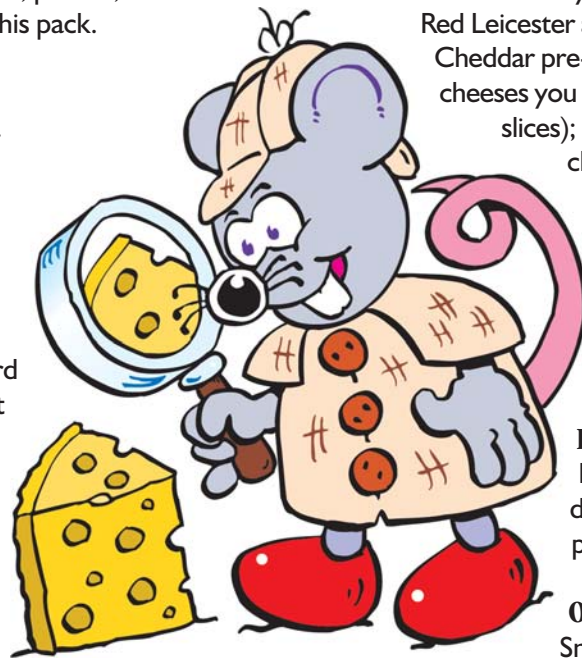
They will investigate objects and materials by using all of their senses as appropriate.

KS1 Science: Pupils should be taught to explore, using the senses of sight, hearing, smell, touch and taste as appropriate, and make and record observations ... (*Sc1 2b*)

Art and Design: Pupils should be taught to record from first-hand observation, experience and imagination, and explore ideas. (*1a*)

Resources:

Thin slices of a variety of cheeses including Cheddar, Red Leicester and Lancashire (you may find Cheddar pre-sliced but for the other cheeses you will need to make your own slices); circular objects for cutting cheese; circular objects for printing e.g. corks, bottle lids, cotton reels; ready mixed black paint, cheese shaped pieces of paper in cheese colours; single hole punches; examples of holey cheeses.



Key vocabulary:

Names of cheeses, words to describe the cheese textures; print, hole, hole punch.

Organisation:

Small groups.

Introduction:

Show the children the thin slices of cheese. Encourage them to describe the textures. Ask the children in which slices it would be possible to make holes.

Activity 1:

As a group try to make holes using pastry cutters and plastic straws. Examine the holes and talk about their shapes and positions. Which types of cheese work best? Why?

Activity 2:

Demonstrate how to make pictures of holey cheese by printing, painting and/or using a hole punch. Give the children pieces of cheese shaped paper to turn into holey cheese.

Extension for KS1:

In DT, talk about times when it might be good to have patterned cheese such as at a birthday party. Provide pieces of card for children to print a holey design for a special occasion.

Week 3: Cheese for sale

Cheesy Café menus

Learning objectives:

Children will make menus for a 'Cheesy Café'.

Curriculum links:

Foundation Stage Communication, Language and Literacy: Children will attempt writing for different purposes, using features of different forms such as lists ...

KS1 English: Pupils should be taught to write familiar words and attempt unfamiliar ones. (*En3 2a*)

Key vocabulary:

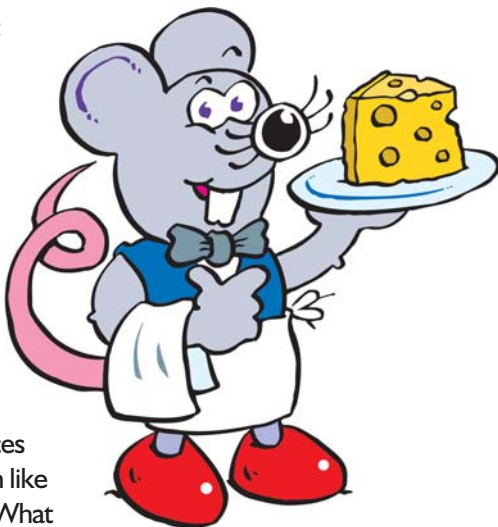
Menu, balanced diet, café, starter, main course, dessert, names for foods.

Organisation:

Whole class.

Resources:

Pens, pencils, crayons, menu Copy master 3a or 3b, poster.



Introduction:

Talk about places where children like to go and eat. What makes them special? What are their menus like?

Activity:

Give each child a menu activity sheet. Talk about what is meant by a healthy, balanced meal. Ask the children to draw or write menus for one course for a 'Cheesy Café'. Say that the café wants to have menus that children like and that encourage them to eat healthy, balanced meals. Explain that it would like to include cheese as an ingredient in all its courses. Ask for suggestions of ways that cheese could be used. Use the poster to generate ideas. Tell the children that eating a little cheese at the end of a meal can help them to have healthy teeth. (Eating a little cheese at the end of a meal is recommended by the British Dental Health Foundation.)

Extension for KS1:

Write menus for three courses and drinks.



At the Cheesy Café

Learning objectives:

To encourage the children to use good manners and realise how their behaviour affects other people.

Curriculum links:

Foundation Stage Communication, Language and Literacy: Children will use language to imagine and recreate roles and experiences.

KS1 English: Pupils should be able to take turns in speaking. They should create and sustain roles individually and when working with others. (*En1 3a, 4b*)

Resources:

Role play area set up as a café including safe cutlery, plates, cups and bowls; tables, cloths, napkins, cash register, money, menus, tray, order book, phone, receipt pad and pretend credit cards.

Key vocabulary:

Please, thank you, manners, patient, impatient, polite, impolite, waiter, waitress.

Organisation:

Small groups.

Introduction:

Show a small group the 'Cheesy Café'. Explain that the children will take it in turn to be customers and waiters/waitresses. Talk about the way to ask politely for food and how to serve at a table.

Activity:

Let the children, in groups, visit the café. Demonstrate how to be a waiter/waitress and a polite customer. For example the customer might be grateful that the cheese on a pizza has melted correctly or that it tastes strong/mild/delicious. Encourage the children to use their knowledge of cheeses in their role play. At the end talk about the need to consider the feelings of other people.

Week 3: Cheese for sale

Buying cheese

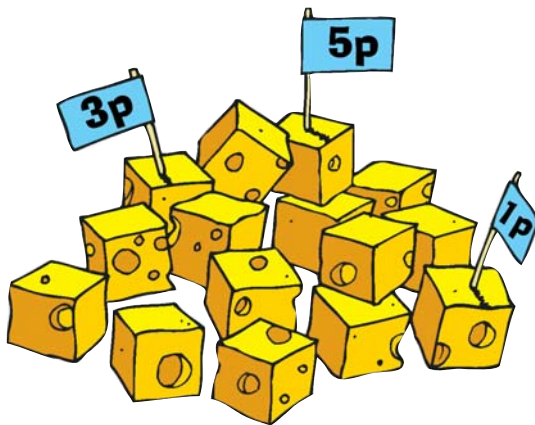
Learning objectives:

The children will use 1, 2, 5 and 10 pence coins to buy 'cheese'.

Curriculum links:

Foundation Stage Mathematical Development: Children will use language such as 'more' or 'less' to compare two numbers and, in practical activities and discussion begin to use the vocabulary involved in adding and subtracting.

KS1 Mathematics: Pupils should be taught to choose sensible calculation methods to solve whole-number problems (including problems involving money or measures), drawing on their understanding of the operations. (*Ma2 4a*)



Resources:

Cheeses made from toy bricks covered in cling film with price labels of 1 – 10 pence; 1, 2, 5 and 10 pence coins; cash register.

Key vocabulary:

How much?; cost; price; 1, 2, 5 and 10 pence coins; numbers to ten.

Organisation:

Small groups.

Introduction:

Show the children the coins. Look at their values. Which one is worth 5 pence? Which coin is worth the most/least?

Activity:

Show the children the cheeses. Invite a child to select a cheese. As a group choose the coins needed to buy it. Enjoy buying and selling cheeses.

Extension for KS1:

Write bills for the cheeses bought.

Use 20 pence coins to buy the cheeses and work out the change.

Going to the market

Learning objectives:

Children will provide actions and movement for a story.

Curriculum links:

Foundation Stage Physical Development: Children will move with confidence, imagination and in safety. They will move with control and co-ordination and show awareness of space, of themselves and of others.

Creative Development: Children will use their imagination in ... imaginative role play and stories.

KS1 Physical Education: Pupils should be taught to use movement imaginatively, responding to stimuli ... (*6a*)

Resources:

Large space.

Key vocabulary:

Cheese, market, buy.

Organisation:

Class, large or small group.

Introduction:

Tell the group that you need some help to buy some cheese. Explain that it will be bought at a special market quite a long way away.

Activity:

Tell the story of going to buy the cheese. Begin by getting up, having breakfast and then going on a long walk through a wood, over a log, under a bridge ... to get to the market. Describe choosing the cheese, the reasons for buying the cheese and then making the return journey, carefully carrying the cheese. Encourage the children to mime to the words and to move with imagination.

Extension for KS1:

Involve the children in making suggestions for the story. In ICT ask pairs of children to write up a part of the tale and make it into a class storybook.

SECTION 2: ACTIVITIES

Week 4: Cooking with cheese

Cheesy foods for a favourite book character

Learning objectives:

Children will write/draw cheesy recipes for a book character.

Curriculum links:

Foundation Stage Communication, Language and Literacy: Children will attempt writing for different purposes, using features of different forms such as lists, stories and instructions. They will write their own names and other things such as labels and captions, and begin to form sentences, sometimes using punctuation.

KS1 English: Pupils should be taught to choose form and content to suit a particular purpose. They will use language and style that are appropriate to the reader. (*En3 1a, c*)

Resources:

Picture storybooks; paper, pencils, crayons, Copy master 4. Suggestions for children's books you can use are given in Section 4.

Key vocabulary:

Cheese, names of book characters, recipe.

Organisation:

Class/large group.

Introduction:

Re-read a favourite storybook to the children. Talk about what the main character does. What does he/she/it like to eat?

Activity:

Look at the poster for ideas of ways to use cheese. Show the children the way that the cheesy recipes are written. Ask them to make a recipe for the book character.

Extension for KS1:

Make the foods described in the recipes.



Cooking with cheese

Learning objectives:

The children will cook using cheese.
They will follow safe procedures for cooking.
They will help to measure/weigh ingredients.

Curriculum links:

Foundation Stage Knowledge and Understanding of the World: Children will investigate objects and materials by using all of their senses as appropriate

Mathematical Development: Children will use language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities.

KS1 Design and Technology: Pupils will be taught to follow safe procedures for food safety and hygiene. (*2a*)

Resources:

Copy master 4, resources outlined in the chosen recipe.

Key vocabulary:

Names of ingredients and cooking tools, recipe.

Organisation:

Whole class/group introduction on a day prior to the cooking activity.

Introduction:

Show the class/group the recipe sheet. Discuss which food the children would like to cook and why.

Activity:

Enjoy making cheesy foods. Ensure that health and safety guidelines are followed and that carers are consulted before the children sample any of the foods. Take photos of the cooked foods.

Week 4: Cooking with cheese



Cheesy paintings

Learning objectives:

The children will make paintings of the cheesy foods that they cook.

Curriculum links:

Foundation Stage Creative Development: Children will explore colour, ... shape, form and space in two ... dimensions.

KS1 Art and Design: Pupils should be taught to record from first-hand observation, experience and imagination, and explore ideas. (1a)

Resources:

Large paper plates, circles of paper as large as the inner circle of the plates; paint, brushes, mixing palettes, photos of the cheesy foods.

Key vocabulary:

Names of the cheesy foods cooked, names of colours.

Organisation:

Small groups.

Introduction:

Talk about the foods that have been cooked. Look at the photos of them. Talk about the colours that would be needed to paint pictures of them.

Activity:

Paint pictures of the cheesy foods on paper circles. Encourage the children to mix paints to represent accurately the colours of the cheeses. When dry, stick the paintings on paper plates.

Extension for KS1:

Provide tissue paper and glue/modelling dough and paper plates to make collages/models of the foods.

Week 5: Good health week

Caring for teeth

Learning objectives:

Children will understand how to take care of teeth and fight tooth decay.

Curriculum links:

Foundation Stage Communication, Language and Literacy: Children will hear and say initial and final sounds in words and short vowel sounds within words. They will write their own names and other things such as labels and captions ...

KS1 English: Pupils should be taught to write familiar words and attempt unfamiliar ones. They will plan and review their writing, discussing the quality of what is written. (En3 2a, c)

Resources:

Felt pens/crayons, plain paper, pencils.

Key vocabulary:

Calcium, healthy, teeth, plaque, tooth decay.

Introduction:

Invite a dentist to talk to the group/class about ways to look after teeth. Ask the dentist to encourage children to think about the way they clean their teeth, the foods they eat and visits to dentists.

Activity:

Make posters for a dentist's waiting room to show how to take care of teeth. Include eating a small piece of cheese at the end of a meal.

Extension for KS1:

Make books about taking care of teeth.

Cheeses with fruit

Learning objectives:

Children will discover which fruits go well with cheese. Children will make comparisons.

Curriculum links:

Foundation Stage Knowledge and Understanding of the World: Children will find out about and identify some features of ... objects ... they observe.

KS1 Science: Pupils should be taught to make simple comparisons ... (Sc1 2h)

Key vocabulary:

Names of fruits and cheeses.

Organisation:

Whole class introduction followed, later in the week when fruits chosen by the children have been bought, by children working in small groups.

Resources:

For the introduction a cheese containing fruit (e.g. Wensleydale with cranberries, Stilton with apricots); for the practical activity cubes of Cheddar, red Leicester, Lancashire and teaspoons of cream cheese; cocktail sticks, paper plates, a selection of fruits.

Introduction:

Ask whether anyone has ever eaten cheese with fruit. Has anyone ever had cheese with pineapple on a pizza? Blue cheese with mango chutney? Cheshire with apple? What did they taste like? Show children the packet of cheese containing fruit. Provide pieces to taste and describe. Explain that later in the week they are going to investigate which fruits, if any taste good with Cheddar, red Leicester, Lancashire and cream cheese. Encourage children to consider what types of fruits they would like to try and to give reasons for their choices.

Activity:

Invite groups to explore the taste and appearance of a fruit eaten with cubes of Cheddar, red Leicester, Lancashire and a teaspoonful of cream cheese. As a class consider which fruits worked best with cheese. Why? Did all the cheeses work with the fruits?

Extension for KS1:

Make posters to show the observations of the fruits with cheese.

Designing cheesy sandwiches

Learning objectives:

Children will design cheesy sandwiches as a healthy snack for a book character with a sweet tooth.

Curriculum links:

Foundation Stage Communication, Language and Literacy: Children will hear and say initial and final sounds in words and short vowel sounds within words. They will write their own names and other things such as labels and captions ...

KS1 English: Pupils should be taught to write familiar words and attempt unfamiliar ones. They will plan and review their writing, discussing the quality of what is written. (En3 2a, c)

Week 5: Good health week

Design and Technology: Pupils should be taught to generate ideas by drawing on their own and other people's experiences. (1a)

Resources:

Picture books with pictures of sweet foods; crayons, pens, pencils and paper.

Key vocabulary:

Sandwich, names for ingredients.

Organisation:

Small groups.

Introduction:

Read a story to the group in which sweet food is eaten. (e.g. Paddington Bear likes marmalade sandwiches, the Hungry Caterpillar eats lots of things including cake, pie and a lolly.) Talk to the children about what could be a healthy snack. Say that the group is going to design a sandwich that includes cheese. Explain that the sandwiches will be made the following week as a healthy snack for the chosen book character.

Activity:

Help the children to draw pictures of what they might like to include in a sandwich. Encourage the children to try to label their designs.

Making cheesy sandwiches

Learning objectives:

Children will make cheese sandwiches following their designs.

Curriculum links:

Foundation Stage Knowledge and Understanding of the World: Children will investigate objects and materials by using all of their senses as appropriate.

KS1 Design and Technology: Pupils should be taught to follow safe procedures for food safety and hygiene. They will talk about their ideas, saying what they like and dislike. (2f, 3a)

Key vocabulary:

Sandwich, names for ingredients and cooking utensils.

Organisation:

Small groups.

Resources:

Ingredients chosen by the children, sliced loaves, chopping boards, sandwich designs in plastic wallets; cheese planes, paper plate per child with name label; safe knives.

Introduction:

Remind children of health and safety issues for preparing food. Look at the group designs for sandwiches. Ask children to explain the steps they will need to take to make their sandwich.

Activity:

Make the sandwiches.

Extension for KS1:

Write stories about the book characters making and eating the cheesy sandwiches.

Calcium and cheese

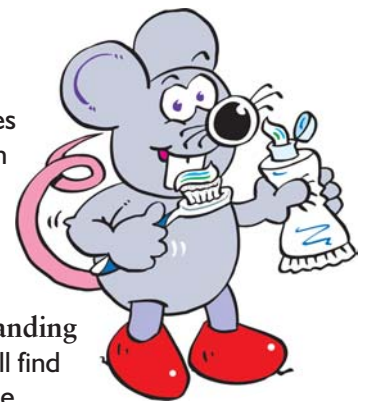
Learning objectives:

Children will know that cheese and foods such as tinned fish are good sources of calcium and why calcium is important.

Curriculum links:

Foundation Stage Knowledge and Understanding of the World: Children will find out about and identify some features of ... objects ... they observe.

KS1 Science: Pupils should be taught to make simple comparisons ... (Sc1 2b)



Resources:

Clean cheese wrappers, picture of a human skeleton or bone.

Key vocabulary:

Calcium, bone, cheese, healthy.

Organisation:

Small groups.

Introduction:

Talk to the children about their bones. Tell them that some foods like cheese, yogurts and milk contain calcium. Explain that calcium is needed to make their bones strong and healthy.

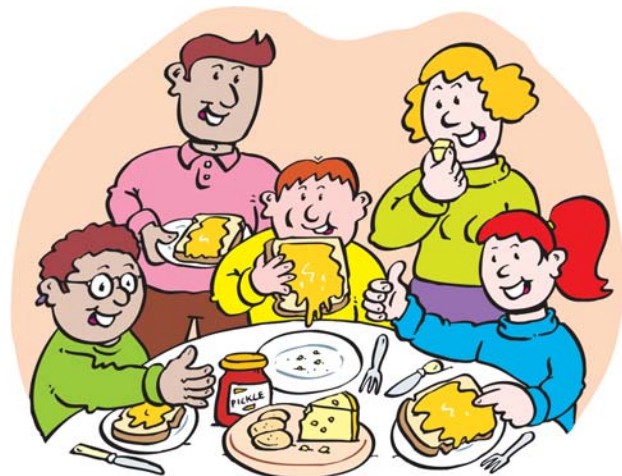
Activity:

Examine the cheese packets to find the word 'calcium'. Do all cheeses contain calcium?

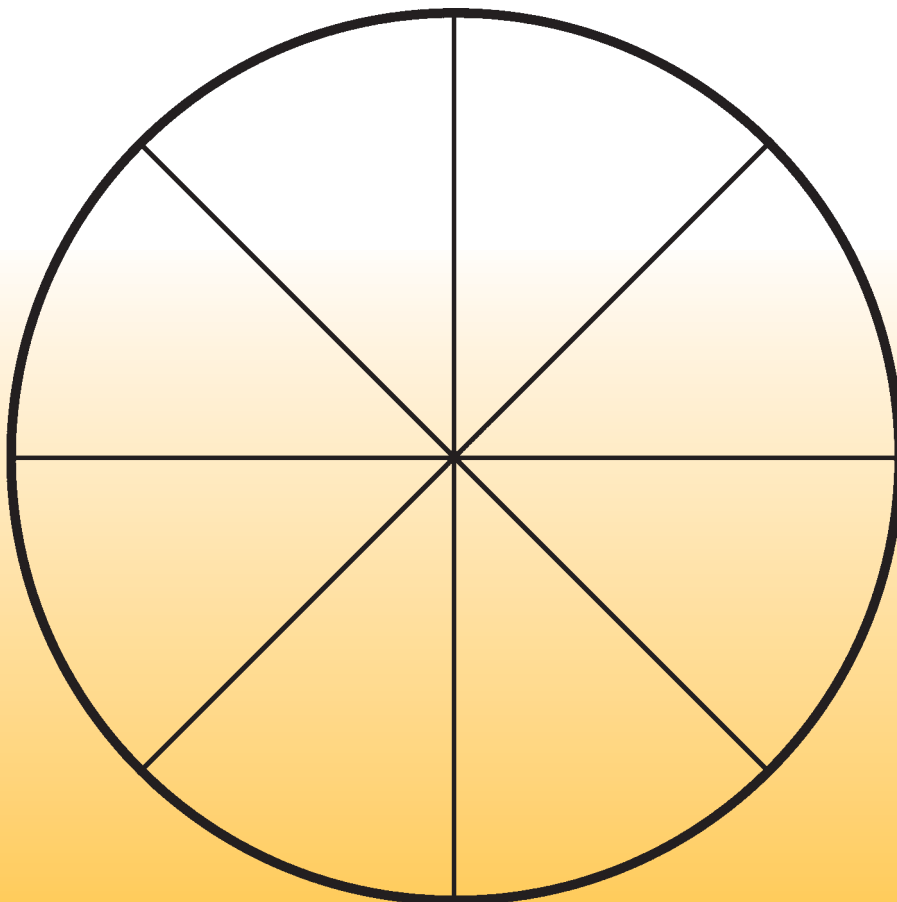
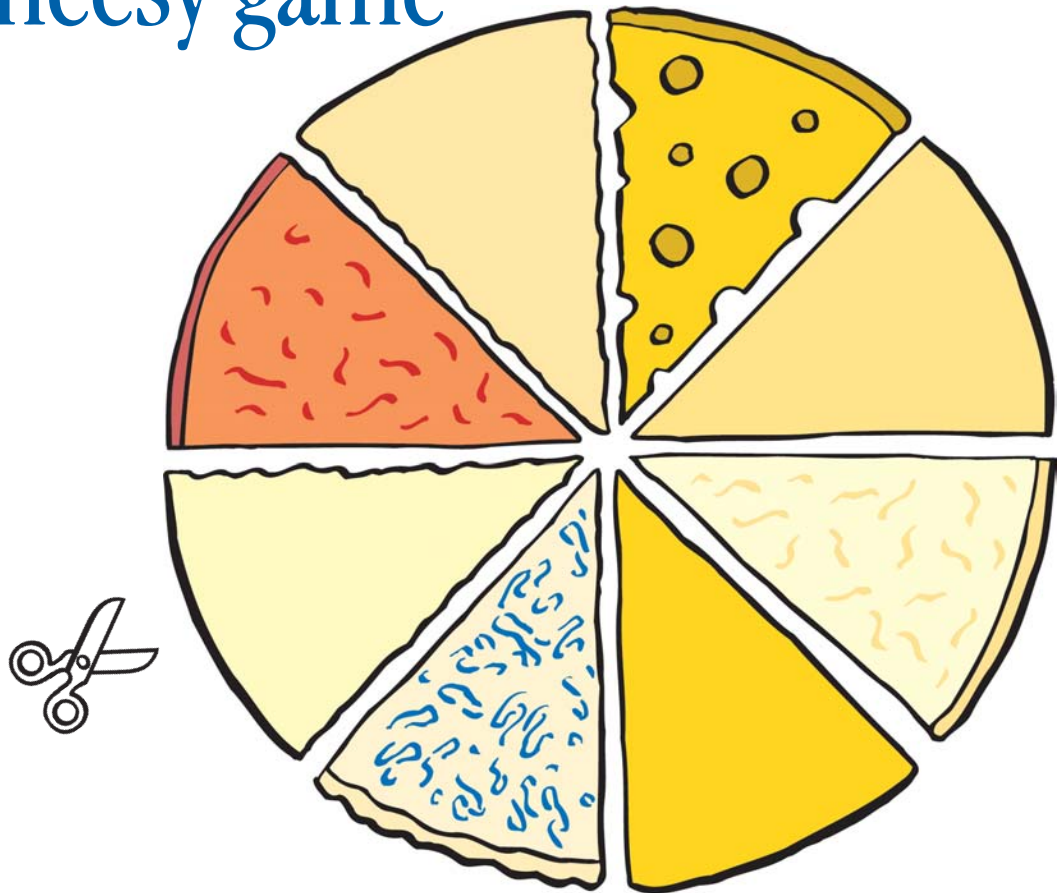
Extension for KS1:

Compare the amount of calcium in each packet.

Sequencing cards



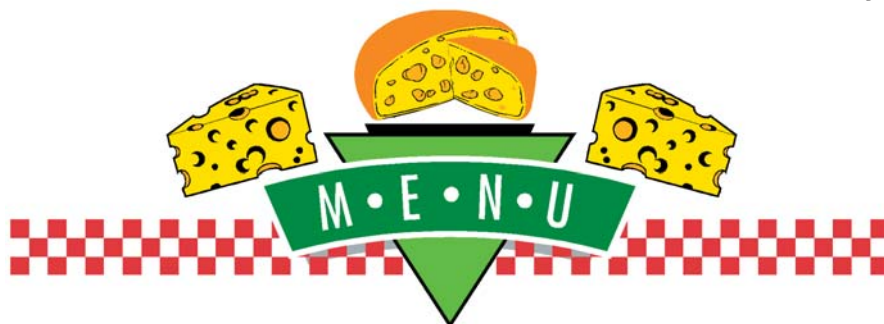
The cheesy game





CHEESY *Café* Menu

CHEESY Café



Starters

Desserts

Main Courses

Drinks

RECIPES

Cheesy French Stick

Ingredients:

- French stick
- Slices of cheese
- Slices of tomato

1. Cut the French stick in half lengthways and then into pieces about 10cm long.
2. Put on slices of cheese. If desired, decorate with pieces of tomato.
3. Grill the French stick pieces until the cheese 'bubbles' and starts to go brown.

Cheesy Toast

Ingredients:

- 1 – 2 slices bread
- 5g butter or margarine
- 50g grated hard cheese (such as Cheddar or creamy Lancashire)
- 1 tablespoon milk

1. Toast the bread.
2. Melt the butter in a saucepan, remove it from the heat and add the grated cheese.
3. Stir in milk to make a stiff mixture.
4. Spread the mixture on the toast and grill until the cheese becomes golden brown.

Cheesy Beans

Ingredients:

- Pitta bread
- 1 small can baked beans
- Grated cheese

1. Heat the beans.
2. Warm the pitta bread.
3. Put the beans on the bread, sprinkle on the grated cheese and place under a grill for about one minute.



Quick Pizza

Ingredients:

- 100g self raising flour
- Pinch of salt
- 25g margarine
- 2 tablespoons milk (approx)
- 225g drained chopped tinned tomatoes, mashed
- Grated cheese

1. Grease a baking tray.
2. Rub together the flour, salt and margarine to make a breadcrumb consistency.
3. Add milk to make a ball of dough.
4. Roll out the dough on a floured board into a circle of about 18cm diameter and place it on a greased baking tray.
5. Top with drained mashed tomatoes, grated cheese and, if desired, pieces of tomato or pineapple.
6. Bake for about 15 minutes at gas mark 6/200°C until the pizza is golden brown.

SECTION 4: Further information – Glossary of terms

Author

The writer of a book, article, or other text.

Balanced diet

A diet that gives you, in proper proportions, all of the nutrients necessary for adequate nutrition.

Bone

The dense, semi-rigid, porous, calcified connective tissue forming the major portion of the skeleton of most vertebrates.

Cube

A regular box solid having six, square faces.

Cuboid

A rectangular, box shaped solid with six faces.

Dairy

A commercial establishment for processing or selling milk and milk products.

Enamel

The hard, calcareous substance covering the exposed portion of a tooth.

Fiction

A literary work whose content is produced by the imagination and is not necessarily based on fact.

Food groups

A group of foods that have similar nutritional properties and is part of the hierarchy of the food pyramid

Manners

The socially correct way of acting.

Menu

A list of the dishes to be served or available for a meal.

Non-fiction

Prose writing that is not fictional.

Nutrition

The science or study that deals with food and nourishment, especially in humans.

Osteoporosis

A disease in which the bones become extremely porous, are subject to fracture, and heal slowly.

Plaque

A film of mucous and bacteria on a tooth surface.

Recipe

A set of directions with a list of ingredients for making or preparing something, especially food.

Saliva

The watery mixture of secretions from the salivary and oral mucous glands that lubricates chewed food, and moistens the oral walls.

Sphere

A solid shape that is round in every direction, like a ball.

Tooth decay

Soft decayed cavity area in a tooth; progressive decay that can lead to the death of a tooth.

Triangle

A flat shape with three sides and three angles.

Triangular prism

A prism is a solid shape whose two ends are parallel and exactly the same shape and size. In a triangular prism the bases are triangles.

Cheese is a nutritional gold-mine

A matchbox sized piece of Cheddar cheese (30g) provides the following proportions of the recommended amounts of various nutrients in the diet of a 7 to 9 year old child:

| | | | |
|-------------|-------|-----------------|--------|
| Vitamin B12 | 72.0% | Zinc | 17.0% |
| Calcium | 40.0% | Sodium | 11.0%* |
| Phosphorus | 34.0% | Riboflavin (B2) | 10.0% |
| Protein | 28.0% | Energy | 6.3% |
| Vitamin A | 23.0% | Folate | 6.2% |

*The FSA target for 7–10 year olds is 5g salt per day (or 2g sodium). On this basis 30g of Cheddar provides 11%. All other figures are percentages of the Reference Nutrient Intake for 7–9 year olds.

Useful websites

British Cheese Board: www.britishcheese.com

British Dental Health Foundation: www.dentalhealth.org.uk

British Nutrition Foundation: www.nutrition.org.uk

Dairy Council: www.milk.co.uk

National Digestive Diseases

Information Clearing House:

www.niddk.nih.gov/health/digest/pubs/lactose/lactose.htm

National Osteoporosis Society: www.nos.org.uk

Vegetarian Society: www.vegsoc.org

Suggested books

Suggested books for 'Cheesy foods for a favourite book character':

Angelina and the Rag Doll by *Katherine Holabird*,
published by Puffin Books.

A Cheese and Tomato Spider by *Nick Sharratt*,
published by Scholastic Hippo.

Eating by *Gwenyth Swain* and *Ahmed Al-Hamdi*
(available in Punjabi and English) *published by*
Milet Publishing Ltd.

Geronimo Stilton – series of adventure stories with the
mouse detective – *by Geronimo Stilton, published by*
Scholastic.

Good Night Gromit! *by Aardman, published by*
Simon & Schuster Children's Books.

Gromit's Busy Day *by Aardman, published by*
Simon & Schuster Children's Books.

The Very Hungry Caterpillar *by Eric Carle, published*
by Puffin Books.

