

# **Suggested Tracking and Monitoring**

**TRACKING AND MONITORING - SAFE**

Context for Learning	Success Criteria
	<span style="background-color: yellow;">Ongoing</span> <span style="background-color: green;">complete</span>
<b>FOOD AND HEALTH</b>	<ul style="list-style-type: none"> <li>• <b>Demonstrate</b> safe and hygienic practice when preparing, handling and storing food. <b>HWB 1-33a</b></li> <li>• <b>Explain</b> different ways in which germs can be spread and controlled. <b>HWB 1-15a</b></li> <li>• <b>Discuss</b> some of the consequences of poor hygiene and safety. <b>HWB 1-15a/ HWB 1-33a</b></li> </ul>
<b>HEALTHY LIFESTYLES</b>	<ul style="list-style-type: none"> <li>• <b>Describe</b> what being safe looks and feels like. <b>HWB 1-17a</b></li> <li>• <b>Explain</b> the difference between safe, risky or unsafe people, places and things. <b>HWB 1-16a</b></li> <li>• <b>Demonstrate</b> how to keep myself and others safe. <b>HWB 1-16a</b></li> <li>• <b>Identify</b> people who can support me to feel safe and make safe choices. <b>HWB 1-17a</b></li> </ul>
<b>P.E.P.A.S</b>	<ul style="list-style-type: none"> <li>• <b>Demonstrate</b> different ways of moving my body safely with increasing control. <b>HWB 1-21a</b></li> <li>• <b>Perform</b> a short sequence of actions, linking movements in a controlled and smooth manner. <b>HWB 1-21a</b></li> <li>• <b>Consider</b> risk and <b>demonstrate</b> safety when working and sharing space with others. <b>HWB 1-16a</b></li> </ul>

Assessment Focus	Evidence of Learning (please highlight)
<p><b>Say:</b></p> <p><b>Write:</b></p> <p><b>Make:</b></p> <p><b>Do:</b></p>	<ul style="list-style-type: none"> <li>• Self/peer assessment</li> <li>• Observations</li> <li>• Learning log</li> <li>• Dialogue with pupil</li> <li>• Making task</li> <li>• Writing task</li> <li>• Photos/videos recordings</li> <li>• Profiling/ e-portfolios</li> <li>• Other (please specify)</li> </ul>

Teaching and Learning Comments	Skills for Learning	Skills for Life
	Creating Evaluating Analysing Applying Understanding Remembering	Literacy Numeracy Health & Wellbeing Enterprise across Learning
	<b>Skills for Work</b> Communicating Working with others Solving problems Thinking critically and creatively Learning and Continuing to Learn Managing Time Planning and Organising Taking Responsibility for own development	

**TRACKING AND MONITORING - HEALTHY**

Context for Learning	Success Criteria
	<b>Ongoing</b> <b>complete</b>
<b>FOOD AND HEALTH</b>	<ul style="list-style-type: none"> <li>• <b>Explain</b> the importance of a balanced diet as depicted by the Eatwell plate. <b>HWB 1-30a</b></li> <li>• <b>Give examples</b> of foods from each of the 5 main food groups. <b>HWB 1-30a</b></li> <li>• <b>Explain</b> the functions of foods from each of the 5 main food groups. <b>HWB 1-30a</b></li> <li>• <b>Select</b> and <b>prepare</b> foods for a healthy, balanced meal/snack, <b>with some support</b>. <b>HWB 1-30a</b></li> </ul>
<b>HEALTHY LIFESTYLES</b>	<ul style="list-style-type: none"> <li>• <b>Describe</b> ways in which I can look after my body eg, balanced diet, exercise, personal hygiene. <b>HWB 1-15a</b></li> <li>• <b>Identify</b> some of the effects of poor diet, lack of exercise and personal hygiene on my health. <b>HWB 1-15a</b></li> </ul>
<b>P.E.P.A.S</b>	<ul style="list-style-type: none"> <li>• <b>Describe</b> some ways in which exercise and physical activity can keep me healthy. <b>HWB 1-15a</b></li> <li>• <b>Describe</b> what happens to my body during exercise and relate this to the importance of rest and sleep. <b>HWB 1-27a</b></li> </ul>

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**TRACKING AND MONITORING - ACHIEVING**

Context for Learning	Success Criteria
	<b>Ongoing</b> <b>complete</b>
<b>FOOD AND HEALTH</b>	<p><b>Demonstrate</b> a range of simple practical and problem-solving skills when preparing and cooking food. <b>HWB 1-30b</b></p> <p><b>Demonstrate</b> a positive attitude towards preparing, cooking and tasting different healthy food and drink. <b>HWB 1-30b</b></p> <p><b>Discuss</b> my own and others' skills and abilities when preparing simple healthy foods. <b>HWB 1-30b/20b</b></p> <p><b>Select</b> and <b>prepare</b> ingredients to follow simple recipes, <b>with some support</b>. <b>HWB 1-30b</b></p>
<b>HEALTHY LIFESTYLES</b>	<p><b>Discuss</b> my own and others' strengths, interests, skills and abilities while recognising things I need to work on. <b>HWB 1-19a</b></p> <p><b>Apply</b> my skills and talents within a range of events and activities both in and out of school. <b>HWB 1-19a</b></p> <p><b>Discuss</b> how I can achieve/recognise success. <b>HWB 1-11a</b></p>
<b>P.E.P.A.S</b>	<p><b>Give examples</b> of different ways to be active to improve my fitness. <b>HWB 1-22a</b></p> <p><b>Set</b> simple targets and persevere in order to achieve them. <b>HWB 1-24a</b></p> <p><b>Engage</b> actively in a variety of activities and games in new and challenging situations.</p> <p><b>Give</b> and <b>accept</b> constructive feedback to improve my own and others progress. <b>HWB 1-24a</b></p>

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**TRACKING AND MONITORING - NURTURED**

Context for Learning	Success Criteria
	<b>Ongoing</b> <b>complete</b>
<b>FOOD AND HEALTH</b>	<ul style="list-style-type: none"> <li>• <b>Compare</b> the kinds of foods people need at different stages of their lives. <i>HWB 1-32a</i></li> <li>• <b>Begin to explain</b> some reasons why people need different kinds of foods. <i>HWB 1-32a</i></li> </ul>
<b>HEALTHY LIFESTYLES</b>	<ul style="list-style-type: none"> <li>• <b>Explain</b> why friendships are important. <i>HWB 1-05a</i></li> <li>• <b>Describe</b> and <b>demonstrate</b> the qualities of a good friend. <i>HWB 1-05a/*HWB 1-44a</i></li> <li>• <b>Explain</b> how to access support during difficult times, for example, when friendships break down. <i>HWB 1-03a/*HWB 1-44b</i></li> </ul>
<b>P.E.P.A.S</b>	<ul style="list-style-type: none"> <li>• <b>Describe</b> and <b>discuss</b> activities I can do inside and outside of school. <i>HWB 1-25a</i></li> <li>• <b>Identify</b> people and organisations within my school and local community that can support me to take part and enjoy activity and sport. <i>HWB 1-25a</i></li> <li>• <b>Recognise</b> who can support me to <b>select</b> and <b>organise</b> activities I can do with a friend or group of friends. <i>HWB 1-25a</i></li> </ul>

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**TRACKING AND MONITORING- ACTIVE**

Context for Learning	Success Criteria
<b>FOOD AND HEALTH</b>	<p><b>Ongoing</b>    <b>complete</b></p> <ul style="list-style-type: none"> <li>• <b>Explain</b> why energy form food is important. <b>HWB 1-30a</b></li> <li>• <b>Identify</b> foods which are considered more healthy or less healthy energy-giving goods. <b>HWB 1-28a</b></li> <li>• <b>Describe</b> how I can help myself and others to achieve the correct daily balance of energy-giving foods. <b>HWB 1-28a</b></li> </ul>
<b>HEALTHY LIFESTYLES</b>	<ul style="list-style-type: none"> <li>• <b>Describe</b> some of the health benefits linked with being physically active for 60minutes per day. <b>HWB 1-15a</b></li> <li>• <b>Identify</b> different ways I can be active each day to meet the 60minute target. <b>HWB 1-11a</b></li> <li>• <b>Create</b> a personal activity plan to improve my level of physical activity. <b>HWB 1-11a</b></li> </ul>
<b>P.E.P.A.S</b>	<ul style="list-style-type: none"> <li>• <b>Describe</b> how exercise and activity affects my body. <b>HWB 1-28a</b></li> <li>• <b>Explain</b> factors that can affect my performance eg, energy input (food) and output (exercise). <b>HWB 1-28a</b></li> <li>• <b>Demonstrate</b> how to record, monitor and set achievable goals to develop my performance. <b>HWB 1-11a</b></li> </ul>

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**TRACKING AND MONITORING - RESPECTED**

Context for Learning	Success Criteria
	<b>Ongoing</b> <b>complete</b>
<b>FOOD AND HEALTH</b>	<ul style="list-style-type: none"> <li>• <b>Discuss</b> the benefits of trying and sharing new foods with my friends. <b>HWB 1-29a</b></li> <li>• <b>Compare</b> foods from my own and other cultures. <b>HWB 1-29a</b></li> <li>• <b>Show</b> respect for other people’s opinions, culture and beliefs about food. <b>HWB 1-09a</b></li> </ul>
<b>HEALTHY LIFESTYLES</b>	<ul style="list-style-type: none"> <li>• <b>Identify</b> and <b>discuss</b> a range of emotions both positive and negative in myself and others. <b>HWB 1-01a</b></li> <li>• <b>Discuss</b> some factors that can affect how I am feeling. <b>HWB 1-04a</b></li> <li>• <b>Identify</b> and <b>demonstrate</b> ways of dealing with my emotions. <b>HWB 1-02a</b></li> </ul>
<b>P.E.P.A.S</b>	<ul style="list-style-type: none"> <li>• <b>Describe</b> and <b>demonstrate</b> different roles and skills within a range of activities/games. <b>HWB 1-09a/HWB 1-23a</b></li> <li>• <b>Demonstrate</b> how to communicate and cooperative with others to achieve a desired goal. <b>HWB 1-09a/HWB 1-23a</b></li> </ul>

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**TRACKING AND MONITORING - RESPONSIBLE**

Context for Learning	Success Criteria
	<b>Ongoing</b> <b>complete</b>
<b>FOOD AND HEALTH</b>	<ul style="list-style-type: none"> <li>• <b>Explain</b> the journey of food from source to consumer on a local and global scale. <b>HWB 1-35a</b></li> <li>• <b>Identify</b> some advantages and disadvantages of importing food from other countries. <b>HWB 1-35a</b></li> <li>• <b>Identify</b> different ways the media can influence my choices. <b>HWB 1-37a</b></li> </ul>
<b>HEALTHY LIFESTYLES</b>	<ul style="list-style-type: none"> <li>• <b>Describe</b> how I can be a positive role-model for my school and wider community. <b>HWB 1-12a</b></li> <li>• <b>Identify</b> ways in which I can bring about a positive change to my school and community. <b>HWB 1-13a</b></li> </ul>
<b>P.E.P.A.S</b>	<ul style="list-style-type: none"> <li>• <b>Follow</b> simple instructions or demonstrations when engaged in individual or group activities. <b>HWB 1-23a</b></li> <li>• <b>Demonstrate</b> the ability to adopt different roles and understand how these roles differ. <b>HWB 1-23a</b></li> <li>• <b>Reflect</b> accurately on my skills and strengths to help plan my next steps. <b>HWB 1-24a</b></li> </ul>

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**TRACKING AND MONITORING – INCLUDED**

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	<span style="background-color: yellow;">Ongoing</span> <span style="background-color: green; color: white;">complete</span>
<b>FOOD AND HEALTH</b>	<ul style="list-style-type: none"> <li>• <b>Explain</b> why it is important to interact with family and friends in different social situations. <i>HWB 1-14a</i></li> <li>• <b>Demonstrate</b> good manners and social skills in a range of situations. <i>HWB 1-29a</i></li> <li>• <b>Show</b> that I am willing to explore and enjoy new experiences. <i>HWB 1-14a</i></li> </ul>
<b>HEALTHY LIFESTYLES</b>	<ul style="list-style-type: none"> <li>• <b>Talk</b> positively about myself and others. <i>HWB 1-10a/ HWB 1-47a</i></li> <li>• <b>Give examples</b> of how physical attributes, personal qualities and skills make us different. <i>HWB 1-10a/ HWB 1-47a</i></li> <li>• <b>Recognise</b> that diversity is good. <i>HWB 1-10a/ HWB 1-47a</i></li> </ul>
<b>P.E.P.A.S</b>	<ul style="list-style-type: none"> <li>• <b>Compare</b> my own and others' skills and abilities within a range of activities. <i>HWB 1-10a</i></li> <li>• <b>Demonstrate</b> how to work with others in a range of activities. <i>HWB 1-23a</i></li> <li>• <b>Show</b> consideration for others' feelings when working and learning together. <i>HWB 1-23a</i></li> </ul>

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