

Food and Drink Challenge

Under the four key areas of the Curriculum for Excellence the Food and Drink Challenge will enable young people to...

- Use technology for learning
- Use literacy, communication and numeracy skills
- Learn independently and as part of a group
- Think creatively and independently
- Work with a variety of learning situations
- Make reasoned evaluations
- Link and apply different kinds of learning in new situations

Successful Learners

- Relate to others and manage themselves
- Pursue a healthy and active lifestyle
- Share their opinions in a number of ways
- Value others opinions through group work and a variety of texts
- Achieve success in different areas of activity

Confident Individuals

- Use a Variety of texts to develop and understanding of the world and their place in it
- Respect the views of others.
- Make informed choices and decisions
- Evaluate technological issues

Responsible Citizens

- Communicate in different ways and in different settings
- Work in partnership and in teams
- Apply critical thinking in new concepts
- Create and develop
- Solve problems

Effective Contributors

Curriculum for Excellence

Learning through technologies enables children and young people to:

- develop an understanding of technologies and their impact on society - in the past, present and future
- apply knowledge, understanding and practical skills to design and create products, processes and solutions that meet needs in play, work and daily life
- gain the confidence and skills to embrace and use technologies now and in the future
- evaluate technological processes and products critically and constructively, taking account of cultural, ethical, environmental and economic factors
- experience work-related learning and for some, establish the foundation for more advanced learning and careers in the technologies.

Learning through health and wellbeing enables children and young people to:

- experience positive aspects of healthy living and activity for themselves
- develop the knowledge and understanding, skills, abilities and attitudes necessary for their physical, emotional and social wellbeing now and in their future lives
- make informed decisions in order to improve their physical, emotional and social wellbeing
- apply their physical, emotional and social skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- for some, open up opportunities to excel in sport or to pursue careers in health and leisure industries.

Curriculum for Excellence - Literacy – English

Challenge task	Level 2	Level 3
DESIGN	<p>Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.</p> <p>+ I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.</p> <p>+ By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.</p>	<p>+ I can consider the impact that layout and presentation will have on my reader, selecting and using a variety of features appropriate to purpose and audience.</p> <p>+ I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.</p>
MANUFACTURING COSTING	<p>+ I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.</p>	<p>+ By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.</p>
MARKETING	<p>When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking</p> <p>When listening and talking with others, for different purposes, I can:</p> <ul style="list-style-type: none"> • share information, experiences and opinions • explain processes and ideas • summarise main points or findings. <p>+ Throughout the writing process, I can check that my writing makes sense and meets its purpose.</p>	<p>+ I appreciate the importance and relevance of language in my personal life and for the world of work, and the influence texts can have.</p> <p>+ Throughout the writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading.</p> <p>+ I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.</p>
TRADE FAIR	<p>+ By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.</p> <p>I can recognise how the features of spoken language can help in communication and I can use what I learn.</p>	<p>+ Having explored and analysed the features of spoken language, I can use these, adopting an appropriate register to suit my purpose and audience.</p> <p>+ When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.</p>

Curriculum for Excellence Numeracy - Maths –

Challenge task	Level 2	Level 3
COSTING	<p>+ I can use the terms profit and loss in buying and selling activities and can make simple calculations for this.</p>	<p>+ I can budget effectively, making use of technology and other methods, to manage money and plan for future expenses. + I can round a number using an appropriate degree of accuracy, having taken into account the context of problem</p>
DESIGN	<p>+ I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way.</p> <p>+ I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology.</p>	
MANUFACTURING	<p>+ I can carry out practical tasks and investigations involving timed events and can explain which unit of time would be most appropriate to use.</p>	<p>+ I can show how quantities that are related can be increased or decreased proportionally and apply this to solve problems in everyday contexts + I can solve practical problems by applying my knowledge of measure, choosing the appropriate units and degree of accuracy for the task and using a formula to calculate area or volume when required.</p>
MARKETING	<p>+ Having discussed the variety of ways and range of media used to present data, I can interpret and draw conclusions from the information displayed, recognising that the presentation may be misleading.</p>	