

Foundation Years Online

11 May 2023

10.00-11.30am

- You are very welcome
- We will be starting very shortly
- Slides and recording will be shared

Welcome



Engaging, connecting, and supporting best practice

Welcome and introduction

- Your chair for today
- Our session aims
- The agenda

**James
Hempsall
OBE**



Engaging, connecting, and supporting best practice

Foundation Years

Funded by the Department for Education and delivered by **Coram Family and Childcare** and **Hempsall's** as the strategic engagement partner to assist in:

- supporting the sector in understanding and meeting EYFS reforms
- sharing information and evidence on child development, and effective practice in early education
- supporting the sector in understanding vital EYFS safety requirements, for instance regarding safety of children when sleeping and eating
- consultation and engagement through the website, Facebook, vodcasts, and online and live CPD events.



Engaging, connecting, and supporting best practice

We're here to engage, connect and support best practice

- 1,000 places today
- Session will be recorded and slides will also be sent to you and shared on the Foundation Years website
- Our aims today are: to share plans for Foundation Years, receive an update from DfE on choking prevention, focus on an EYFS practice topic – sensory food education, and discuss.



Agenda

- 10.00** Welcome and introduction
- 10.05** A new era for Foundation Years, Megan Jarvie
- 10.10** DfE spotlight: Choking prevention
- 10.25** EYFS practice topic: Sensory food education with charity TastEd <https://www.tasteeducation.com/>
- 11.10** Q&A, comments and response
- 10.25** Summary
- 10.30** Close



Engaging, connecting, and supporting best practice

Getting involved

- This is a Teams webinar
- It is the best option for 1,000 places and user experience
- We cannot see or hear you on screen
- You should be able to see speakers though if your device allows, check your settings and re-join if you need to
- We do though encourage you share your thoughts, comments, questions, requests and ideas...
- Use the chat or Q&A function on Teams
- Or email us now fy@hempalls.com



Engaging, connecting, and supporting best practice



Department
for Education

A new era for Foundation Years

- Our team
- Our plans
- How to get involved this year



hempalls



Engaging, connecting, and supporting best practice

**Megan
Jarvie**

DfE engagement with the sector

Foundation Years is one of the ways the Department for Education engages with the early education and childcare sector.

Foundation Years activities are funded by DfE.



Engaging, connecting, and supporting best practice

Our approach

It is our aim to engage, connect and support best practice in the EYFS for everyone interested and working in early years and childcare.

- **Engage:** discuss, listen, respond
- **Connect:** to what and who you want to know
- **Support best practice:** community of expertise and learning



Engaging, connecting, and supporting best practice

Aim and purpose

- Provide news and updates on policy and practice
- Provide online and live events to keep updated and learn from each other
- Make information easy to access
- Support the community for the whole sector – anyone working with the EYFS, from first day of studies throughout their careers



Engaging, connecting, and supporting best practice

Foundation Years community



Department
for Education

Charities

Pre-schools

Local authority teams

Universities

Nurseries

Childminders

Teaching staff

Schools

Students

Colleges

Maintained nursery schools



Engaging, connecting, and supporting best practice

Plans for the year

- Events: aim for four online, four face-to-face
- Vodcasts and blogs: opportunity to share and celebrate best practice
- Website improvements
- Social media
- Newsletter and newsflashes
- Newsletter 'lives'



Engaging, connecting, and supporting best practice

How do you get involved?

- Website: foundationyears.org.uk
- Sign up for newsletter:
www.foundationyears.org.uk/signupform
- Facebook: facebook.com/Foundation-Years-103541465695679
- Twitter: twitter.com/FoundationYears



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Pass it on!

Share with colleagues
to grow and strengthen
the community



Engaging, connecting, and supporting best practice



Department
for Education

Early Years Foundation Stage

Choking prevention

EYFS requirements:

3.25. At least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present, and must accompany children on outings. The certificate must be for a full course consistent with the criteria set out in Annex A. Childminders, and any assistant who might be in sole charge of the children for any period of time, must hold a full current PFA certificate. PFA training must be renewed every three years and be relevant for workers caring for young children and where relevant, babies. Providers should take into account the number of children, staff and layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly...

3.29. Staffing arrangements must meet the needs of all children and ensure their safety. Providers must ensure that children are adequately supervised, including whilst eating, and decide how to deploy staff to ensure children's needs are met. Providers must inform parents and/or carers about staff deployment, and, when relevant and practical, aim to involve them in these decisions. Children must usually be within sight and hearing of staff and always within sight or hearing.

Choking prevention actions

EYFS change: “Whilst eating, children must be within sight and hearing of a member of staff.”

Food safety - Help for early years providers - GOV.UK (education.gov.uk)

<https://help-for-early-years-providers.education.gov.uk/safeguarding-and-welfare/food-safety>

Food safety advice on choking hazards in settings - Foundation Years

<https://foundationyears.org.uk/2021/09/food-safety-advice-on-choking-hazards-in-settings/>



Early years choking hazards food safety advice

For babies and young children, food can be a choking hazard, especially when they do not chew their food well or they try to swallow it whole.


Choking can happen with any foods, but ‘firm foods’, bones and small round foods that can easily get stuck in the throat present a higher risk. Therefore, care givers should follow these five essential steps:

1. Make sure food is suitably prepared and served for babies and children under 5 years old. For suitable foods, see <https://www.fsa.gov.uk/news/stories/2018/09/18/feeding>. Introduce babies to solid foods from around 6 months of age.
2. Think about size, shape and texture of food. Cut food into narrow batons, avoid round shapes and firm foods. Firm fruit & vegetables can be softened by cooking.
3. Ensure that babies and young children are alert and seated safely upright in a highchair or appropriately sized low chair whilst eating.
4. Babies and young children should be supervised at all times while eating. You will be able to identify the early signs of choking and prevent harm.
5. Encourage babies and young children to chew food well. Teach children how to chew and swallow food properly, and ensure they take their time during meals. This will reduce their risk of choking.

Care givers and parents should be familiar with how to respond to a choking incident in line with guidance on first aid for children.

How to stop a child from choking: <https://www.fsa.gov.uk/news/stories/2018/09/18/feeding>

How to resuscitate a child: <https://www.fsa.gov.uk/news/stories/2018/09/18/feeding>



Early years food choking hazards

Below is a table of advice on key foods for care givers who are involved with preparing and serving food for babies and young children (under 5 years old)

Ingredients and food	Advice
Chips or slices in food	Always check beforehand and remove hard chips or slices from food.
Small fruits	Cut small round fruits like grapes, cherries, berries, strawberries and cherry tomatoes, into small pieces. Cut lengthways and then again cut them in halves (quarters).
Large fruits and firm fruits	Cut large fruits like apples and firm fruits like apple into slices instead of small chunks. For very young children, consider grating or mashing firm fruits, or softening them up by steaming or simmering.
Vegetables	Cut vegetables like carrots, cucumber and celery into narrow batons. For very young children consider grating or mashing. Firm vegetables and legumes like butter beans, chickpeas and lentils, or softening them up by steaming or simmering.
Skin on fruit and vegetables	Consider removing the skin from fruit and vegetables, especially for very young children. Peeled fruit and vegetables can be softened more easily.
Cooking fruit and vegetables	Consider softening firm fruit and vegetables (such as carrots, broccoli, yam and sweeties) by steaming or simmering until soft. Slice cut into slices or narrow batons.
Meat and fish	Meat
Sausages and hot dogs	Cut sausages and hot dogs into short strips. Cut them in half and then lengthways or as thinly as possible. Peeling the skin off the sausages helps them to be swallowed more easily.
Meat or fish	Remove bones from meat or fish. Cut meat into strips as thinly as possible. Remove skin and fat from meat and fish. If all help the food pass smoothly down the throat.
Cheese	Advice
Grate or cut cheese	Grate or cut cheese into short strips. Cut lumps of cheese as narrow as possible.
Nuts and seeds	Advice
Chop or flake whole nuts	Chop or flake whole nuts, peanuts and seeds. Whole nuts should not be given to children under five years old.
Bread	Advice
White bread and other breads	White bread can form a ball shape with a dough-like texture at the back of a child's throat if not chewed properly. Brown bread or seeded whole bread are good alternatives. Cut bread, chapatis, naan bread and other breads into narrow strips.
Sticks and other foods	Advice
Peanuts	Do not give babies and young children peanuts.
Chewing gum and marshmallows	Do not give babies and young children chewing gum or marshmallows.
Peanut butter	Do not give babies and young children peanut butter on its own, only use as a spread.
Jelly cubes	Do not give babies and young children new jelly cubes.
Hard sweets and ice cubes	Do not give babies and young children hard, long, gummy, sticky or cough sweets, or ice cubes.
Raw nuts and other hard fruits	Do not give babies under the age of 1 whole raw nuts or dried fruits. Cut them into small pieces.

Make sure food is prepared appropriately for children under 5 years old, see: <https://www.fsa.gov.uk/news/stories/2018/09/18/feeding>

It is also advisable that care givers are familiar with how to respond to a choking incident, see: [How to stop a child from choking](https://www.fsa.gov.uk/news/stories/2018/09/18/feeding): <https://www.fsa.gov.uk/news/stories/2018/09/18/feeding> and [How to resuscitate a child](https://www.fsa.gov.uk/news/stories/2018/09/18/feeding): <https://www.fsa.gov.uk/news/stories/2018/09/18/feeding>

Early education level 3 criteria: September 2024

Educators will learn that:

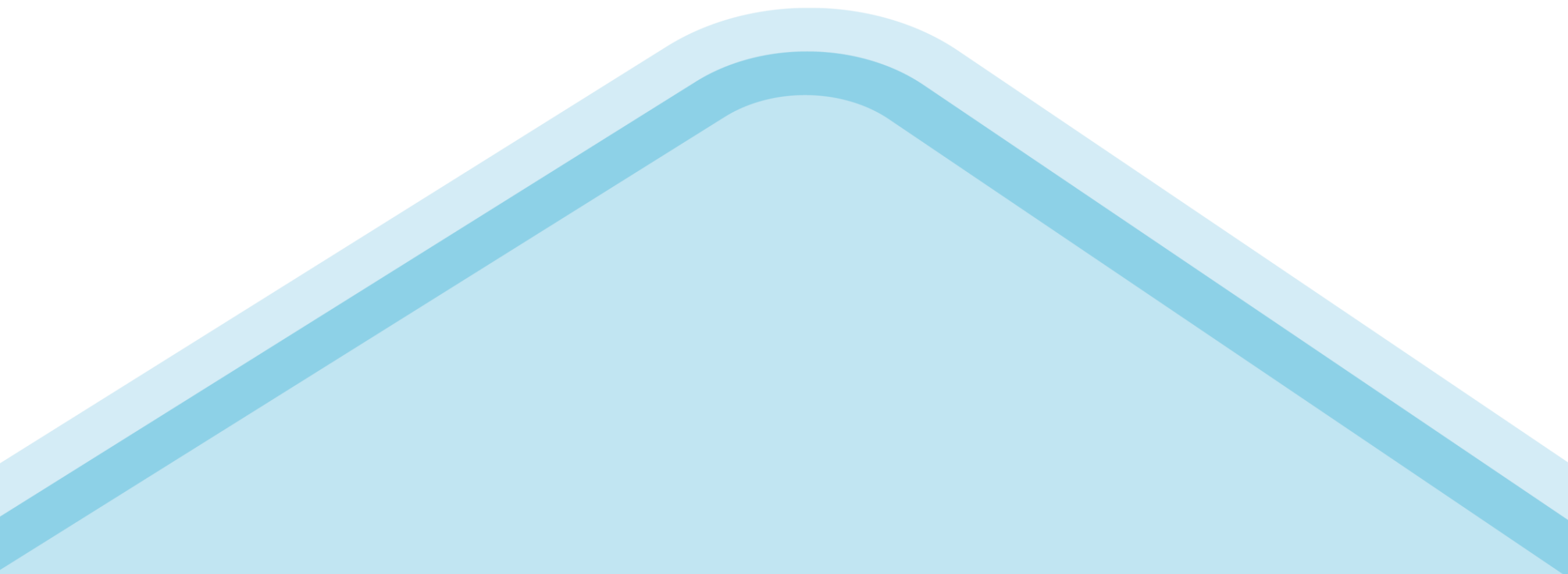
4.4. There are different stages of weaning and it is important to keep knowledge up-to-date, including knowledge of food allergies and anaphylaxis.

4.5. Mealtimes can be a high-risk environment for babies and young children in regard to choking, the signs of choking, that choking can be completely silent, therefore children should be supervised closely when eating.

Educators will learn how to:

- find and apply the most up-to-date advice on weaning provided by the NHS.
- prepare food that is suitable for the age and development of babies and children, referring to the most up-to-date guidance
- supervise children effectively when eating

<https://www.gov.uk/government/publications/early-years-educator-level-3-qualifications-criteria/early-years-educator-level-3-qualifications-criteria-from-1-september-2024>



Department for Education

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**Foundation Years Event:
engage, connect, and share best
practice**

Sensory Food Education

TastEd



Ruth Platt

Dr Jason O'Rourke



Agenda

Ultra Processed Food – the impact on children's health

What is TastEd?

History of TastEd

Why TastEd works

Benefits of TastEd

How TastEd works

Next steps



The impact of ultra processed food



"The UK has both the highest rates of ultra-processed-food consumption in children and the highest rates of obesity in Europe. We need to start prioritising our children's diet above the short-term interest of giant food companies ... If we don't act soon, it will be impossible."

Professor Tim Spector

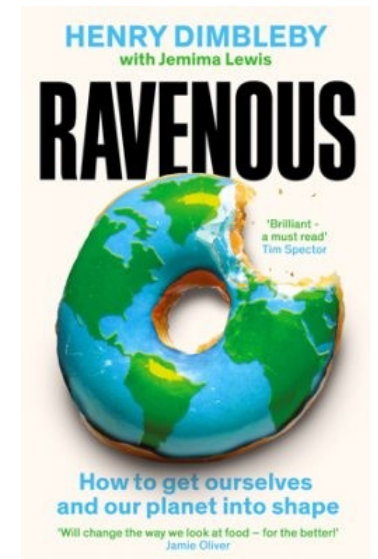
"In Britain, we eat an awful lot of highly seductive, hyper-palatable, ultra-processed food – it comprises 57% of our diet, a figure higher than anywhere else in Europe – and it makes us hungrier, or less satisfied, than we should be, with the result that we eat more of it, and put on more weight. Such a diet also correlates to an increase in cancers, depressive symptoms and the risk of cardiovascular disease."

Henry Dimbleby

From recent clinical studies comparing different foods from the same calories and components, we now know Ultra Processed Foods make us overeat by around 25% compared to equivalent whole foods¹ and a recent simulation model found that reducing Ultra Processed Foods in children in the US could reduce childhood obesity by 50% in adolescents within a few years.²

¹ Hall et al, (2019)

² Livingston et al., (2021)



Long term health impact

UK in 'rapidly escalating' diabetes crisis as cases top 5m, report says

Diabetes UK study also expresses concern about growing number of younger people with type 2



📷 A teenage girl with diabetes checks her blood sugar. About 90% of UK diabetes patients have type 2. Photograph: Marc F Henning/Alamy

The UK is experiencing a “rapidly escalating” diabetes crisis, with cases topping five million for the first time and under-40s increasingly affected, a report has revealed.

UK 'barking up wrong tree' trying to get over-50s back to work, report finds

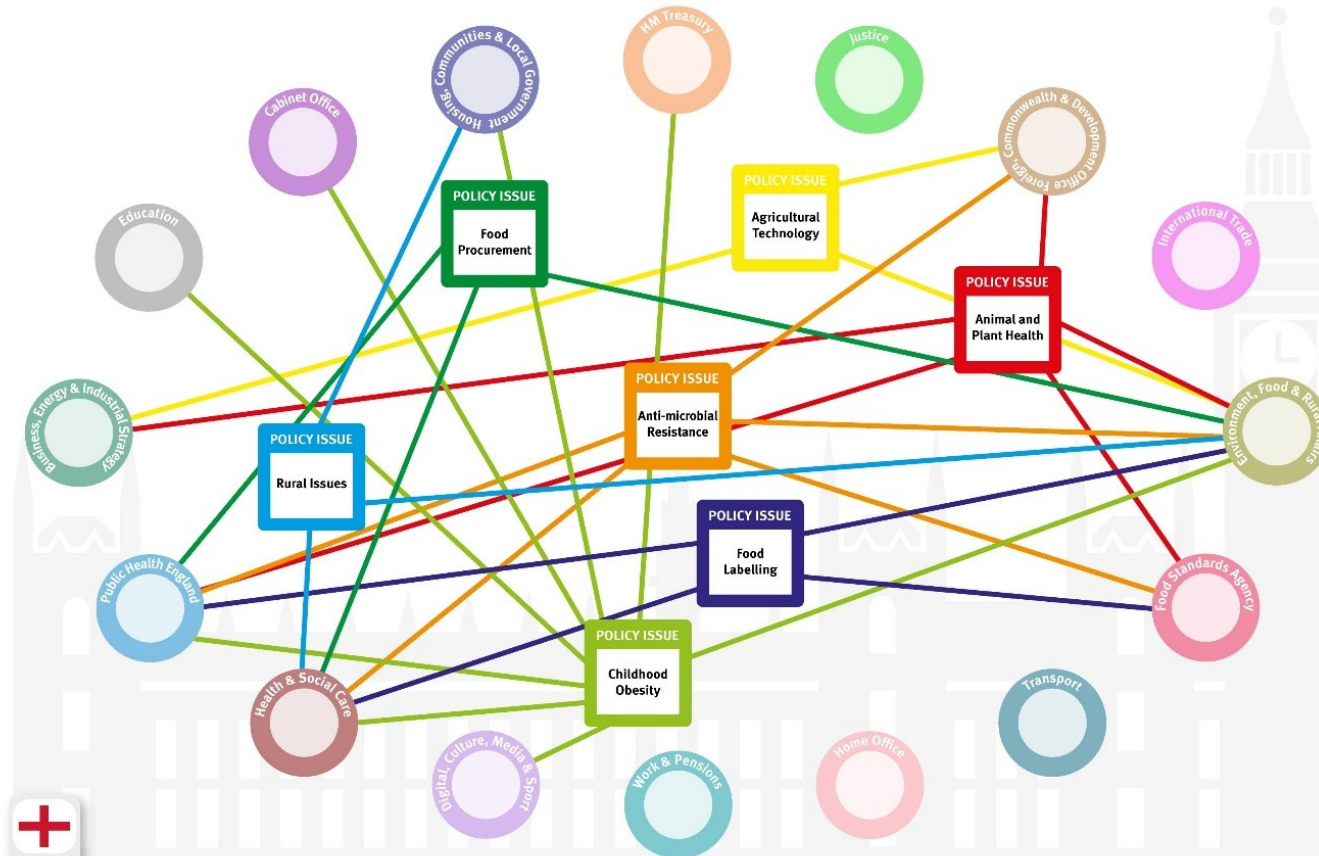
Long-term sickness and NHS waiting lists having a bigger impact on jobs market, says consultancy LCP



📷 Commuters on London Bridge. Jeremy Hunt has urged the over-50s to get off the golf course. Photograph: Carlos Jasso/AFP/Getty

Rishi Sunak's government is “barking up the wrong tree” by trying to get people in retirement back to work to fix chronic staff shortages, according to a report that warns long-term sickness and pressure on the NHS is having a bigger impact on the jobs market.

Connections across different departments (represented by circles) in England's national food policy



N.B. Two other issues found to be well-connected - Brexit and Climate Change - had multiple connections and are not shown here.

Digital, Culture, Media and Sport

Health & Social Care

Public Health England

Education

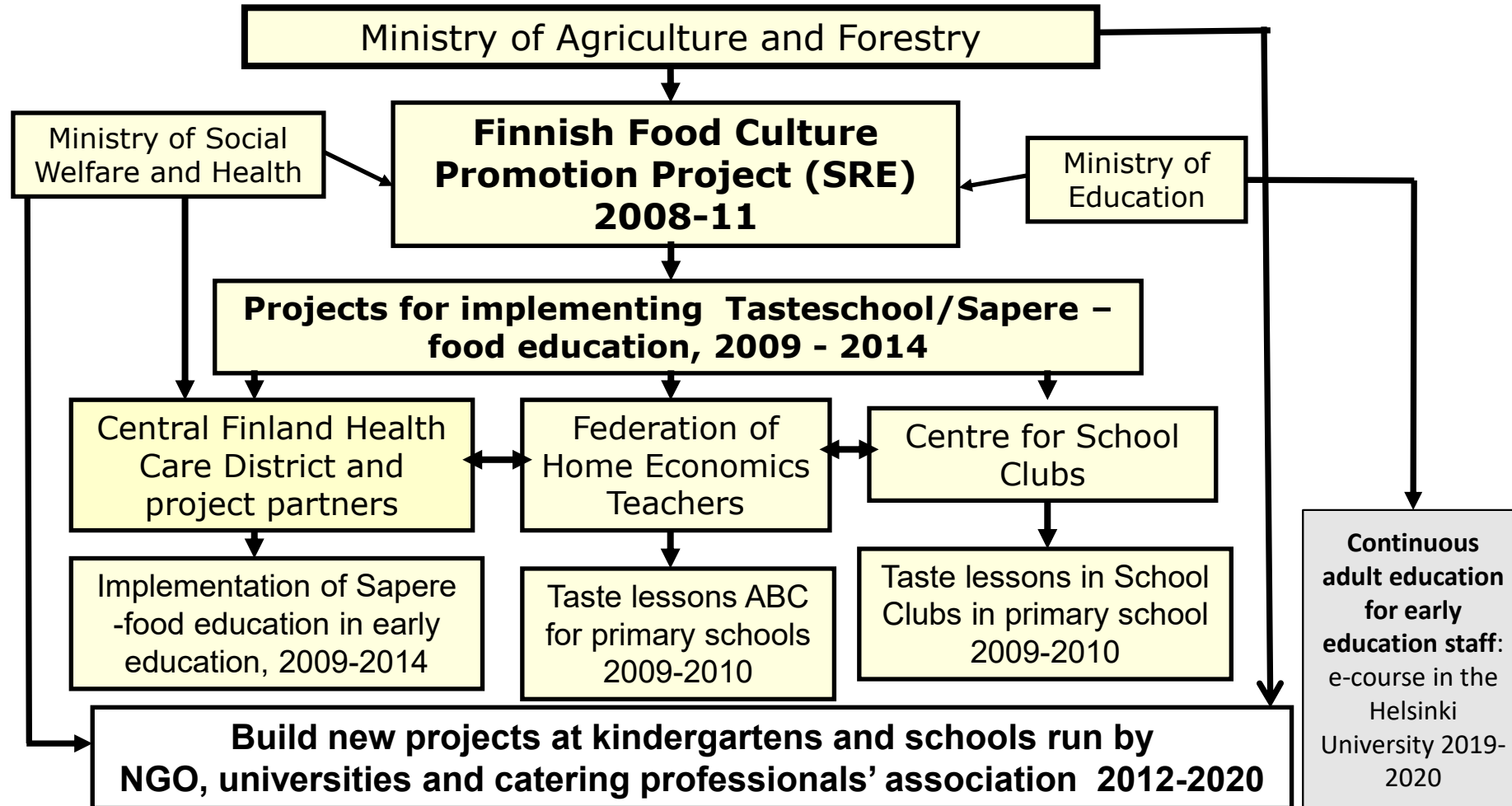
Cabinet Office

Communities & Local Government Housing

HM Treasury

Environment, Food & Rural Affairs

10 + years of development of Sapere in Finland



What does it recommend?



Curriculum changes

Although schools have had a legal obligation to teach cookery and nutrition since 2014, food education remains a second-class subject. To ensure that food is taken seriously there needs to be change at all levels of the education system, from teaching staff to Government.

- **Sensory education** for early years: the DfE should update the Early Years Foundation Stage framework (the curriculum standards that apply to children in nursery and reception classes) to include sensory food education. This teaching method – in which children are introduced to new foods and encouraged to explore them with all five senses – has been shown to increase children’s willingness to try fruit and vegetables.

EYFS and schools are the single biggest opportunity to get children’s health right.

What the DfE states about food in EYFS settings

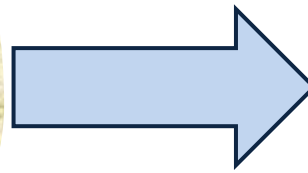


Where children are provided with meals, snacks and drinks, they must be healthy, balanced and nutritious. Fresh drinking water must be available and accessible for children at all times.

In Development Matters, the non-statutory curriculum guidance for the EYFS practitioners are encouraged to:

- **Narrate their own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables**
- **Talk with children about healthy eating**
- **Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle, including healthy eating**

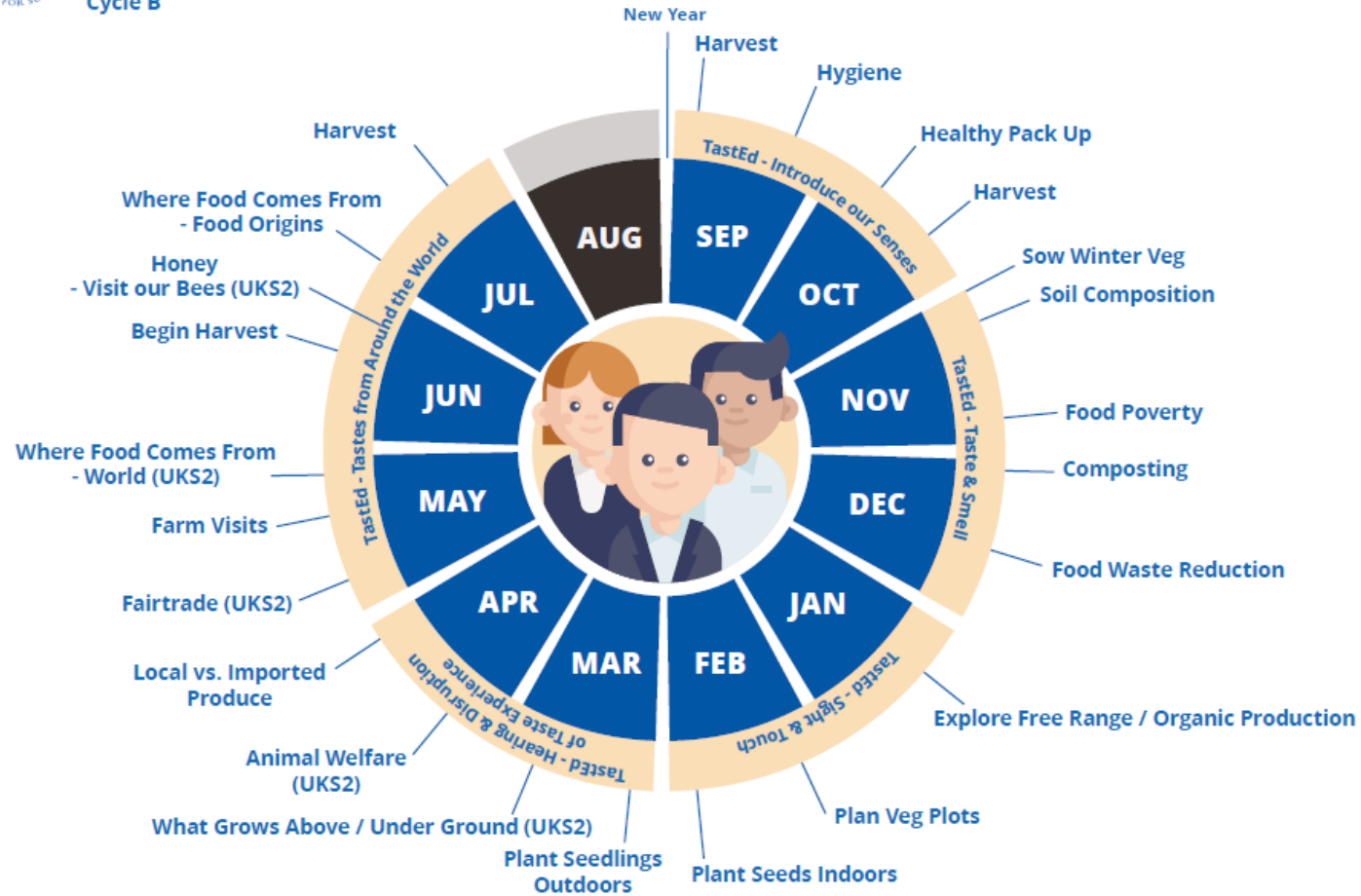






A Year of Food Education

Cycle B



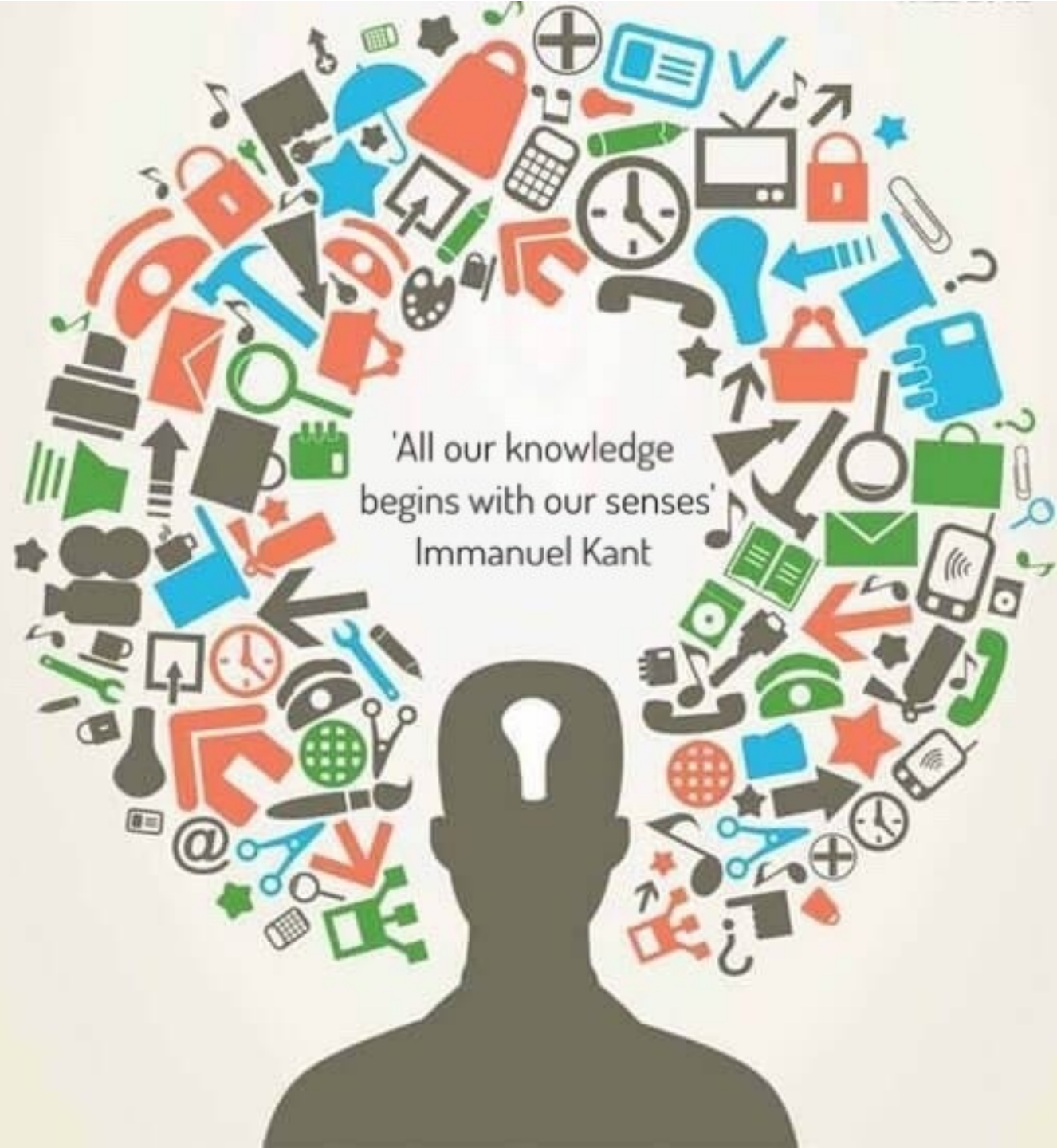


TastEd



**Using TastEd to develop a whole
setting approach to food
education and healthy lunches
through exposure to fruit and
vegetables**





What is TastEd?



Short for “Taste Education”

Sensory food education for children

Use 5 senses to explore fruit and vegetables

Evidence-based, practical approach to food education

Simple, hands on lessons for children

Helps children learn to enjoy eating fruits & vegetables

Over 100 resources for teachers and practitioners to use from EYFS to Year 6.

History of TastEd



The SAPERE method of food education was first developed in the 1970s by Jacques Puisais, a French wine expert and chemist. Puisais had become concerned that a generation of modern French children were growing up with limited palates and diets. He developed 'les classes du gout' (taste lessons) for French primary schools.

Former teacher and chef Stina Algotson contacted Puisais about bringing the method to Sweden. Working with the Swedish National Food Agency she launched their version called SAPERE. It is now taught in schools and kindergartens throughout Sweden.

Formation of SAPERE International, a non-profit organisation with the aim of spreading the SAPERE method around the world including Finland, the Netherlands, Norway, UK and Japan.

Bee Wilson discovers and writes about SAPERE in her book First Bite

Jason O'Rourke invited to the SAPERE Symposium in Norway.

Bee Wilson and Jason O'Rourke trained in the SAPERE method

TastEd (short for Taste Education) formalised a charity

TastEd are engaged with over 800 schools and nurseries

1974

1990

1995

2015

2016

2017

2019

2023





Why TastEd works

- Golden Rules remove pressure from children to taste and like new foods

“No one has to try”

“No one has to like”

- Learning by doing

Using the all 5 senses to explore food

Research shows sensory food education improves children’s willingness to try new foods

- EYFS settings are safe places to learn new skills

Presence of a trusted adult

Children feel safe to try something new

Peers can have a positive effect

No correct answers mean children are highly engaged in sessions

- Children are encouraged to express likes and dislikes

Giving children opportunities to explore and understand their food preferences e.g. soft or hard foods



Benefit of TastEd for children

- Fun!
- Helps children to learn to love eating fruit & vegetables
 - Research shows sensory food education improves children's willingness to try new foods*
- Boosts children's self confidence
- Promotes a 'can do attitude'
- Children get to explore and try a wider variety of foods
- Everyone can talk about food, making lessons accessible to all abilities
- Open questions mean there are no wrong answers
- Helps them to understand their likes and dislikes, and why
- Develop wider vocabulary and literacy skills
- Supports children eating better lunches



Benefits of TastEd for practitioners

- All resources are FREE!
- Activities are simple, fun, easy to run and engaging
- Only requires readily available ingredients, minimal preparation and equipment
 - Uses only fruit and vegetables*
 - Most sessions can be adapted to use produce available*
- Activities are adapted for each year group with clear progression from EYFS to Yr 6
- Unique and hands on way to teach 'healthy eating'
- Provides a pedagogical approach that promotes high levels of wellbeing & engagement
- Aligned with EYFS curriculums
- Flexible activities

Run it weekly, termly, as a theme week, or as a one off lesson or as fits with your other activities, in a whole room, small group, SE

Structure of TastEd

TastEd has **resources** and **training videos** for:

- 18 EYFS activity plans
- At least 5 lessons for each year of Primary (Reception to Year 6)
- 10 dedicated for HAF

Each session covers **one of the five** senses.



Every activity includes:

- Recapping 5 senses
- 2 Golden Rules
- Where food comes from
- Exploring food using a sense
- Opportunity to try the food
- Asks if they tried something new



TastEd and EYFS curriculum

- Supports prime areas of learning and EL Goals in EYFS Framework
- Supports characteristics of effective teaching and learning in

Development Matters

Such as “having a go” and “making links between ideas”

- Facilitates development of communication and language
- Links to healthy eating under Personal, Social and Emotional Development



TastEd EYFS activity plans



TastEd Early Years 7) Exploring Greens

See



You will need:

- A range of different green vegetables and herbs e.g. lettuce, spinach leaves, basil or mint, sugar snap peas, broccoli, cucumber, green pepper
- A chopping board and knife to slice the apples for tasting.
- A reusable plate or paper napkin for each child.
- Optional: magnifying glasses.

Before you start:

Wash and slice some of the veg for tasting.

Everyone washes their hands.

Activity:

Today we are using our eyes to look at different green vegetables.

Introduce the different vegetables and herbs. Ask the children to explore them and say what colours they can see. Pale green or dark green. Grasshopper green or leaf green.

Use the magnifying glasses (if using) to look even closer. What patterns can we see? What does it remind you of?

Now let the children taste the prepared food (remember that 'no one has to try' and 'no one has to like' and anyone who doesn't want to taste the produce can smell or lick it instead).

Curriculum Links:

Understanding the World: 'Children know about similarities and differences in relation to places, objects, materials and living things'.

Continuous Provision:

Tuff tray with a range of green vegetables, magnifying glasses (see next page for ideas, don't feel you need to get such a wide range, these are just ideas).




Things to remember in every TastEd session:

- **The Two Golden Rules** to remind the children of are 'No One Has to Like' and 'No One Has To Try'. We encourage children to be brave and try new things but also remind them that it's fine just to lick or smell something if they don't want to eat it. 'No One Has to Like' is also important. Children need to know that they are entitled to their own personal experiences and tastes and that they will not be judged for disliking any of the food. Gently encourage children to express why they don't like something. Perhaps it is the texture? Or perhaps it is the smell?
- **The Five Senses.** Every session, recap the senses and which part of the body we use for it. Hear-ears. Taste-mouth. Smell-nose. See-eyes. Touch- hand (or any part of your skin, including your mouth).
- **Open Questions.** When doing the activities, try to throw in lots of open questions, to which there is no right or wrong answer. 'What do you see / smell / touch / taste / hear?' 'What do you notice?' 'Would you like to tell me more?'

Reception Year Resources

TastEd lesson 1

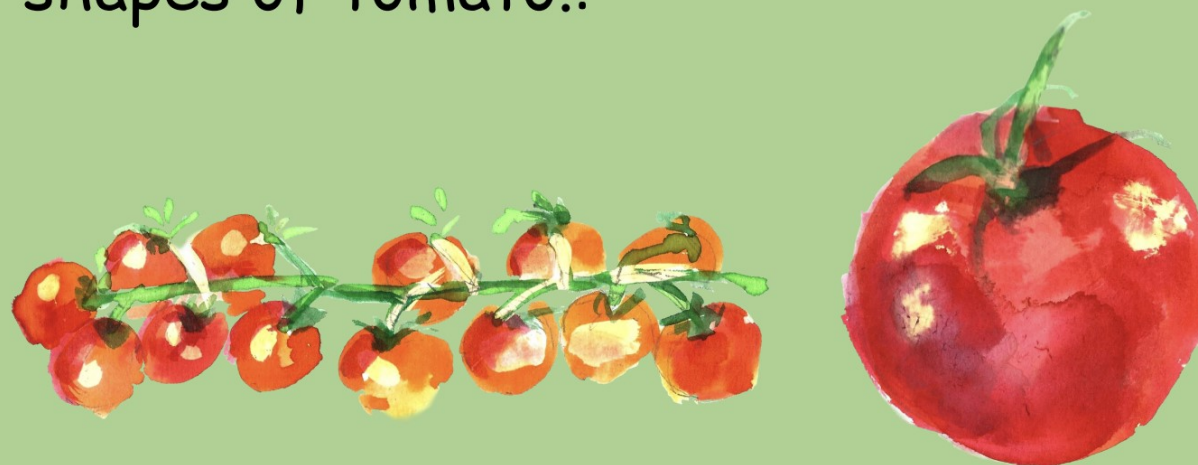


See

Many Shapes and Colours - Tomatoes

Learning objectives
<p>Duration: 45 minutes - 1 hour</p> <p>The focus of this lesson is looking at different varieties of tomatoes and using our senses to talk about how one type of fruit or vegetable can come in many different colours and shapes.</p>
Resources
<p>Equipment: colander, chopping board, knife, a reusable or paper plate for each child (or paper napkin).</p> <p>Tomatoes: Buy as wide a range of different tomatoes as you can find, with different shapes and colours eg: cherry, big round beefsteak, larger or smaller plum or oval, yellow, orange - black, brown or stripy even! If you grow tomatoes in school, use those. Maybe you have some parents in the class who grow their own tomatoes, in which case you could ask for donations - it's nice to have some unripe green tomatoes as a point of comparison. As always, it is better to have a small amount of really delicious and unusual tomatoes than a larger quantity of flavourless or watery tomatoes.</p> <p>Preparation: Before you start, rinse produce in a colander and make sure the children wash their hands.</p>
Lesson Outline
<ol style="list-style-type: none"> 1. Today we are learning to explore food with our senses. This is called TastEd. 2. Introduce the senses: ask the class, 'Can anyone tell me what the five senses are?' [Sight, touch, hearing, smell and taste] For each sense ask the children which part of the body they use. 3. Introduce the two golden rules of TastEd: NO ONE HAS TO TRY and NO ONE HAS TO LIKE anything. 4. Today is about SEEING. 5. We are talking about many colours and shapes of tomatoes. Don't worry if you are scared of tasting tomatoes because we are mainly going to be just looking at them. 6. Ask for a show of hands of how many people like tomatoes. How many don't? Explain it's OK not to like tomatoes - but maybe you will like them one day. Can you tell me why you like/dislike them? 7. Are tomatoes always red? If not, what other colours can you see? (see PowerPoint slide 8). Do green or yellow or orange tomatoes taste different? 8. What does it tell us about tomatoes when they are green (Usually at least one of the children will mention ripeness. If not, you can prompt it.) 9. Are tomatoes always the same shape? (Show photo of tomatoes on PowerPoint slide 10) 10. Hold up a tomato. 'Now here is a real, red tomato. Can you tell me what you see?' Write the children's responses down on a white board or piece of paper. 11. What sizes of tomatoes can you see? (small, big, bigger, biggest?) 12. Cut open some of the tomatoes to show the seeds. Still talking about SEEING, does the inside of a tomato LOOK the same as the outside? Can you describe the LOOK of the inside?

We are talking about many colours and shapes of tomato..



What equipment do you need?

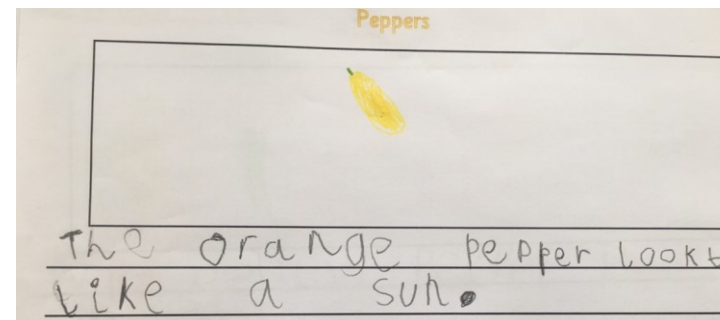
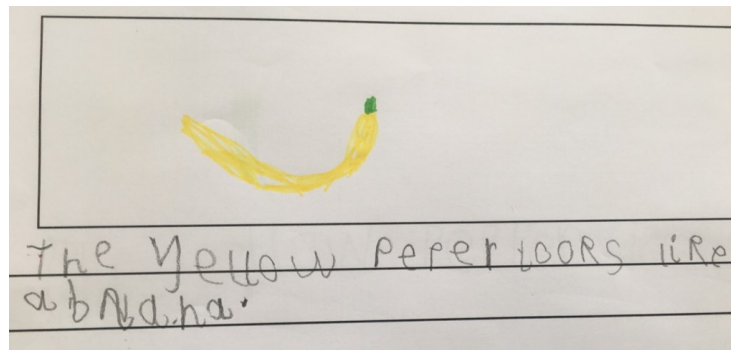
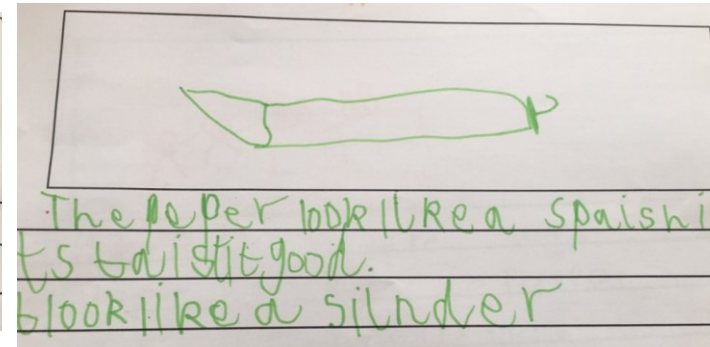
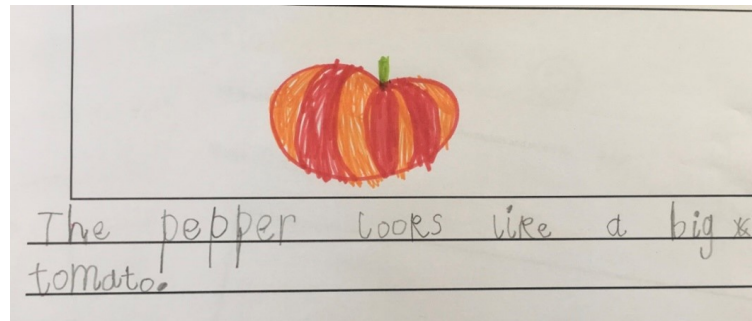
- All activities are designed to be taught in the classroom or EY setting
- Essential equipment:
 - colander / sieve
 - chopping board and knife
 - food containers or bowls
 - reusable plates for the children
- Other things that might be useful:
 - spice jars/flour dredgers for smelling
 - ear defenders or children can put their hands over their ears
 - handheld blender,
 - pestle and mortar
 - teaspoons



Children's work



- Reception class work on peppers and sight.
- Notice the similes: peppers are compared to a tomato, to a spaceship and a cylinder, to a banana, to the sun.





A whole setting approach to TastEd

- Share with all setting staff

Run an introduction at a staff meeting, run a session to train your colleagues, train catering and support staff

- Lunchtime / Snacks

Connect TastEd with lunchtime. Get your caterer involved to help children eat their vegetables and reduce food waste

- Parents

Engage parents through parent and child sessions, run info sessions to help parents use TastEd principles at home, send home lists / share on newsletters the foods children have tried

- Use TastEd in different ways

Use for SEN social skills, staff training ice breakers, help achieve Food For Life Awards

- Measure the impact of TastEd lessons

Is more salad being eaten at lunch? Are children's tastes changing?



At its simplest, TastEd goes...

- 'Here is some food'
- 'Tell me what you see/touch/hear/smell/taste'
- 'You can try some of the food if you like.'





Activity:

Looking at apples





Inclusion in the DFE Help for Early Years Providers

Communication and language

Interactions

Exploring language

Listening and understanding

Physical development

Core strength and co-ordination

Gross motor skills

Fine motor skills

Personal, social and emotional development

Emotions

Sense of self

Relationships

Literacy

Reading comprehension

Exploring words

Writing

Mathematics

Numbers

Patterns and connections

Spatial reasoning

Understanding the world

Personal experiences

Diverse world

Widening vocabulary

Get help to improve your practice Sensory food education

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- [Why do we need sensory food education?](#)
- [What are the principles of sensory food education?](#)
- [Impact of sensory food education](#)
- [Advice for early years practitioners](#)
- [Food safety](#)
- [Further reading](#)

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Get insights on how sensory food education can help young children engage with food, and benefit them in early years (EY) settings.



By [TastEd](#)

TastEd works with EY settings and primary schools, training practitioners in delivering sensory food education. TastEd - based on the Sapere method used in Finland and Sweden - gives children opportunities to explore food, using their senses, to help them learn to love eating vegetables and fruit, for life.

TastEd's sensory food education activities support the Early Years Foundation



Getting started with TastEd

- Sign up to TastEd for **FREE** resources from www.tasteeducation.com
- Watch our online training video – EYFS one coming this summer!
- Work out how to get your ingredients / check equipment
 - Local shops, speak with your caterer, share shopping with other staff
- Check for allergies in your class
- Ensure food is prepared appropriately to prevent choking (see [Help for EY Food Safety](#))
- Try teaching a TastEd activity
- Share with TastEd your experience or any issues
- Plan how to embed TastEd into your setting



Tasting a plum for the first time



Coming this summer.. EYFS training videos



TastEd



EYFS Training Video Taster

Thank you!



www.tasteeducation.com

info@tasteeducation.com

@tastedfeed

Discussion

- Use chat or Q&A functions
- Email us now or later:
fy@hempalls.com
- Online survey:
<https://hempalls.onlinesurveys.ac.uk/foundation-years-have-your-say-11-may-2023>

Everyone



Engaging, connecting, and supporting best practice

What next?

- Subscribe if you aren't already
- Pass it on, encourage others to get involved
- Follow the Foundation Years Twitter and/or Facebook
- Look out for more online/face-to-face events, and 'newsletter lives'
- Engage, connect and share your best practice

**Thank
you**



Engaging, connecting, and supporting best practice

Foundation Years

Funded by the Department for Education and delivered by **Coram Family and Childcare** and **Hempsall's** as the strategic engagement partner to assist in:

- supporting the sector in understanding and meeting EYFS reforms
- sharing information and evidence on child development, and effective practice in early education
- supporting the sector in understanding vital EYFS safety requirements, for instance regarding safety of children when sleeping and eating
- consultation and engagement through the website, Facebook, vodcasts, and online and live CPD events.



Engaging, connecting, and supporting best practice