

Year 4 Design Technology: Healthy Meals Assessment

Learning objective: To demonstrate knowledge of the Eatwell Guide, nutritional balance, and safe food preparation techniques.

Read each question carefully. Use the word bank to help you with your answers. Write your responses clearly in the spaces provided.

Max the monkey is helping his friends plan a healthy picnic. He knows that to have energy for climbing trees and solving maths puzzles, they need to eat a balanced meal that includes all the main food groups. Ellie the elephant is helping by remembering which foods keep them strong, while Bea the honeybee is explaining why it is important to wash our hands before we start preparing our snacks.

Word bank: Protein · Carbohydrates · Fruit and vegetables · Dairy · Fats and sugars · Hygiene · Balanced · Nutrients

1. 1. Name two of the main food groups shown on the Eatwell Guide. (2 marks)

2. 2. Why is it important to wash your hands before you start preparing a meal? Explain the link to food safety. (2 marks)

3. 3. Max wants to include a source of protein in his picnic. List two examples of protein-rich foods. (2 marks)

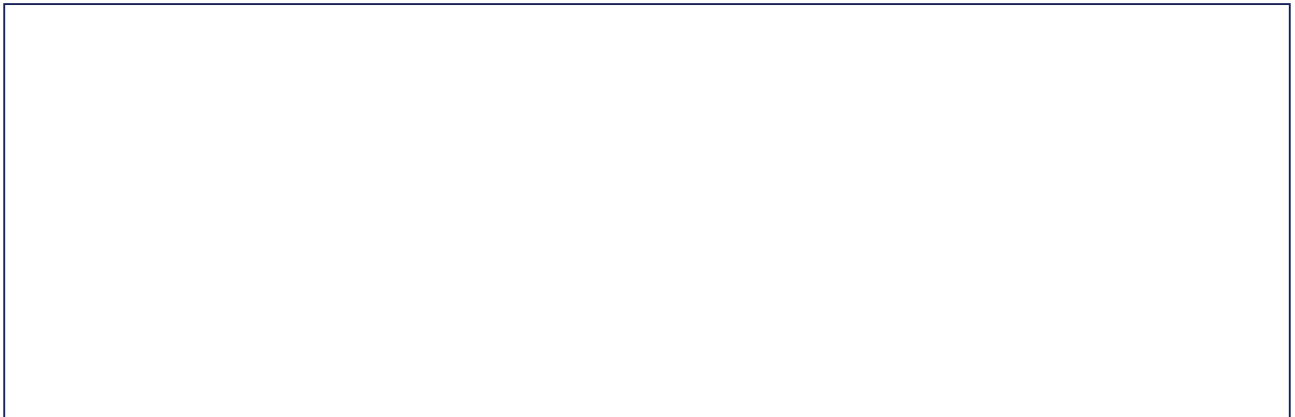
4. 4. Describe what is meant by a 'balanced meal'. Why should we try to limit the amount of 'fats and sugars' we eat? (4 marks)

5. 5. You are designing a healthy lunchbox. Choose one food item from three different food groups and explain why each item is good for your body. (5 marks)

6. 6. Design a healthy, colourful salad. List your ingredients and explain why your choice makes it a healthy meal option. (5 marks)

7. 7. How can we make sure our food preparation area is safe to use? (3 marks)

Draw: In the box below, draw a balanced plate of food. Label each part of the meal with the correct food group (e.g., Carbohydrates, Protein, etc.).



Extension challenge: Total: /25. Extension: If you were going to sell your healthy meal at a school fayre for £2.50, what ingredients would you choose to keep the cost low while keeping the meal nutritious?