

## Unit 1.1: Support healthy lifestyles for children through the provision of food and nutrition

**Unit reference** L/505/9300

**Unit level** 2

**Credit value** 2

**GLH** 20

**Unit aim** This unit provides the learner with the knowledge, understanding and skills to support healthy lifestyles for children.

**Learner name:**

**Centre no:**

**PIN:**

**ULN:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method
1. Understand the impact of food and nutrition on children's health and development.	1.1. Explain what is meant by healthy eating.	
	1.2. Evaluate national and local initiatives which promote healthy eating.	
	1.3. Describe food and drink requirements in relation to current frameworks.	
2. Understand how food choices impact on health and development during pre-pregnancy, pregnancy and breastfeeding.	2.1. Explain the impact on health and development of food choices during: <ul style="list-style-type: none"> <li>• pre-pregnancy</li> <li>• pregnancy</li> <li>• breastfeeding.</li> </ul>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method
3. Understand the nutritional needs of children.	3.1. Explain the nutritional value of the main food groups.	
	3.2. Use current government guidance to identify the nutritional needs of babies until they are fully weaned.	
	3.3. Explain how to plan a weaning programme.	
	3.4. Discuss the nutritional requirements of children aged: <ul style="list-style-type: none"> <li>• 1-2 years</li> <li>• 2-3 years</li> <li>• 3-5 years</li> <li>• 5-7 years.</li> </ul>	
	3.5. Explain strategies to encourage healthy eating.	
4. Understand the impact of poor diet on children's health and development.	4.1. Explain the impacts of poor diet on children's health and development in the: <ul style="list-style-type: none"> <li>• short term</li> <li>• long term.</li> </ul>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method
5. Understand individuals' dietary requirements and preferences.	5.1. Identify reasons for: <ul style="list-style-type: none"> <li>special dietary requirements</li> <li>keeping and sharing coherent records with regard to special dietary requirements.</li> </ul>	
	5.2. Explain the role of the Early Years practitioner in meeting children's individual dietary requirements and preferences.	
	5.3. Describe benefits of working in partnership with parents/carers in relation to special dietary requirements.	
6. Be able to support healthy eating in own setting.	6.1. Plan an activity to support healthy eating in own setting.	
	6.2. Implement an activity to support healthy eating in own setting.	
	6.3. Reflect on own role when supporting healthy eating in own setting.	
	6.4. Make recommendations for healthy eating in own setting.	

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 1.1**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio, a signature is not required, providing the learner has a personalised and secure login.

**Additional information about the unit:**

Relationship to occupational standards.

This unit must be assessed in line with the EYE assessment strategy and principles.