

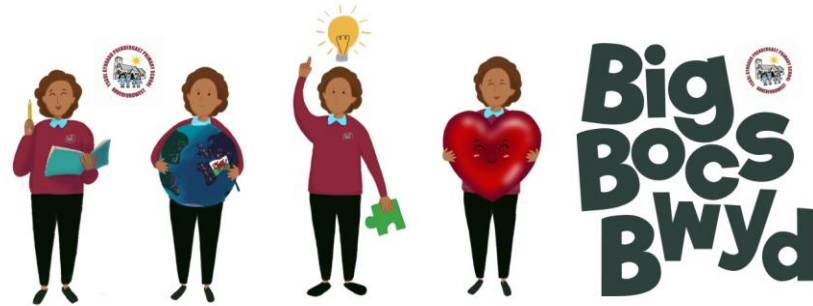


# Bocs Bwyd Project

FareShare Visit with MP

Welcome to Jonathan and Bethan Cook and Henry Tufnell

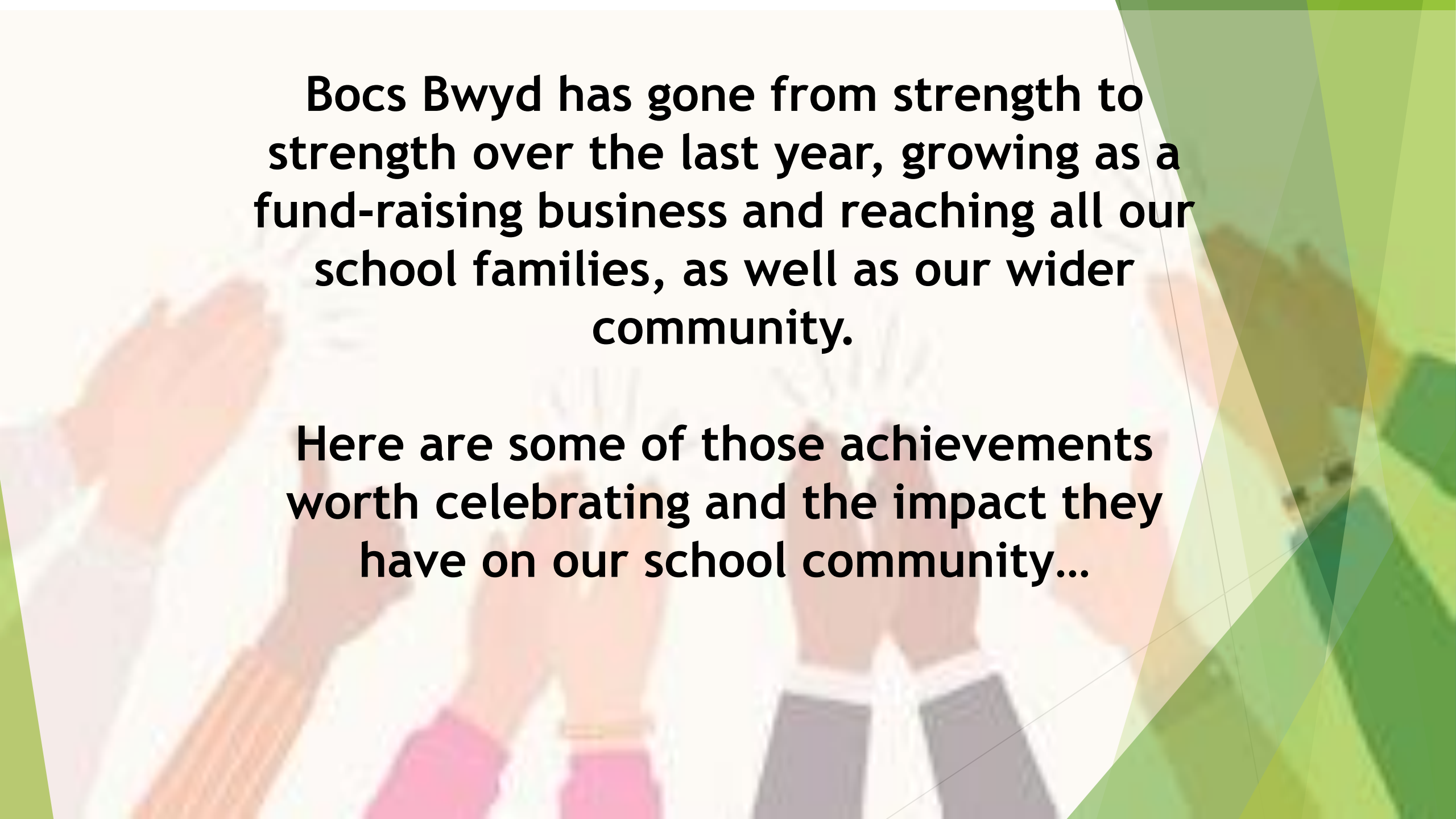
January 2026



# What is Bocs Bwyd all about?

- ▶ The 'Big Bocs Bwyd' is a Welsh government funded project, which was launched in schools in 2021, and has seen converted shipping containers become a focal point for hands-on learning about food as well as providing a place where families can stock up on free or reduced-price provisions. This, not only, supports anybody struggling financially in our community but tackles an increasingly worrying problem - food waste.
- ▶ Our very own Bocs Bwyd was officially opened in September 2023, partnered with the pupils' enterprise project Preloved@Prendergast which is all about recycling clothes/items that are still in good condition.





**Bocs Bwyd has gone from strength to strength over the last year, growing as a fund-raising business and reaching all our school families, as well as our wider community.**

**Here are some of those achievements worth celebrating and the impact they have on our school community...**

# We hosted family cooking demonstrations and hands-on workshops with a health nutritionist and a local chef

The impact?  
 Children and young people have a better understanding of food groups and nutrition. Children and young people make more informed food choices.  
 Children and young people who engage in home cooking have better diets overall

**Ellen Picton**  
 Registered Nutritionist

This session was amazing to be a part of, we all learnt a lot and my children tried all of it and loved it. We will definitely be making these and hope there is another session in future!

Great session, really friendly staff, great for the kids!



Cooking demonstration and taster session

Everyone took a hamper home to cook with



My fussy child even tried different foods!

**Ellen Picton**  
 Registered Nutritionist

I learnt how to add swede to my potatoes as well as how to use egg white to make homemade granola.

The egg fried rice was great and quick!

Cooking demonstration and taster session

Everyone took a hamper home to cook with



Prendergast School

**FREE COOKERY DEMOS**

JOIN NUTRITIONIST ELLEN PICTON FOR A FREE COOKERY DEMO - GET A FREE HAMPER TOO!

Pick up new tips on eating well for less

3.30 - 4.30pm - Tuesday 14th January  
 3.30 - 4.30pm - Tuesday 21st January  
 3.30 - 4.30pm - Tuesday 28th January

SPACES ARE LIMITED- book now!



# HVERFOODFEST PREP SESSION



with Mr Hart, ex-chef and local teacher



# FRESH AND ZESTY SARDINE PASTA



with Mr Hart, ex-chef and local teacher



## The impact?

Children and young people have the skills to plan and prepare nutritionally balanced meals

# HVERFOODFEST PREP SESSION



with Mr Hart, ex-chef and local teacher



# Parents have led cultural cookery sessions (Turkish, Greek, Spanish)

Big Boss Bwyd  
MAY 2025

## MAKING SPANISH EMPANADAS



with Mr Hart, ex-chef and local teacher




Big Boss Bwyd  
Bocs Bwyd @ Prendergast CP School

## Cooking Class

TUESDAY 3<sup>RD</sup> JUNE  
1:00 - 2:45 PM

A parent helper has volunteered to share her love for Turkish cooking with our school families. Join Mrs Edwards and Semra to cook and taste some authentic Turkish food with your child.  
Contact Mrs Edwards or the school office to book your place on 01437 771580 or admin.prendergast@pembrokeshire.gov.uk

Sponsored by:



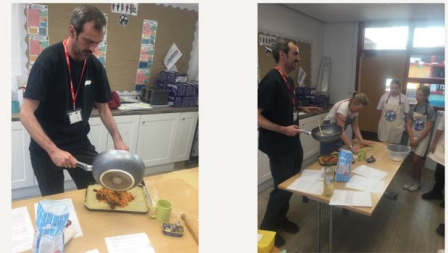
The impact?

Children and young people may try new and healthy foods

A kitchen is a learning lab for children and young people

Children and young people who engage in home cooking have better diets overall

Cooking can aid children and young people in acceptance of responsibility



We had stalls at Haverfoodfest, our local food festival...



**BOCS BWYD**

@HAVERFOODFEST

3<sup>RD</sup> MAY 2025  
10AM - 3PM



**Julia Hughes**  
Thank you for your wonderful generous bag of vegetables and the enthusiasm of the young girls serving me. They were a joy to meet.

11h Like Reply 1

The impact?  
Children and young people know how to store food safely  
Children and young people learn life skills  
Cooking can aid children and young people in acceptance of responsibility

# ... And Prenderbury, our very own summer festival!

The impact?  
Children and young people  
know how to store food  
safely



The CogUrdd Cookbook was created and went on sale at Haverfoodfest, sponsored by JCP Solicitors.

Customers include family members, the deputy mayor of Haverfordwest and our town sheriff.

The impact?  
Children and young people have a positive relationship with food



# Grab'n'Go meal bags and Too Good To Go bags were introduced



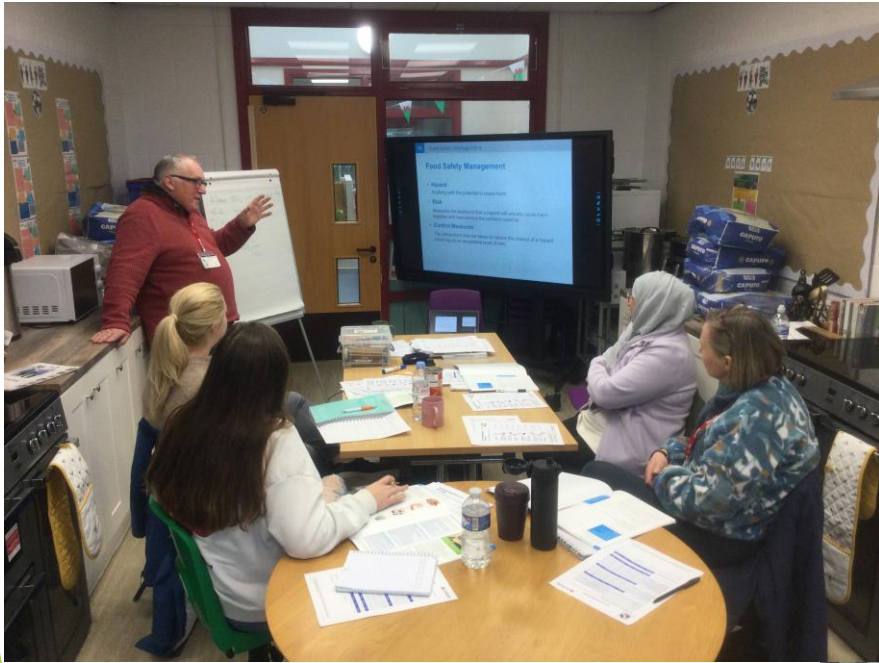
The impact?

Children are part of combatting food waste and encouraging people to use what they have!

# Springboard ran sessions for parents: cooking with children, pizza party planning and a Level 2 food hygiene course

The impact?

Children have healthier diets, better cooking skills, and stronger family bonds when their parents participate in school food workshops



# Pallet to Planter

## Pupils built planters from pallets in woodwork workshops

The impact?  
The hands-on, creative nature of woodwork offers a holistic learning experience that contrasts with an increasingly digital world.



# Prendergast Families Came Together

May  
2025



Making  
Memories



Thank you!



Parents and pupils stopped to  
line the planters, fill them  
with compost and plant herbs.



team  
work



makes the  
**DREAM WORK**



Everyone is  
Planting



# We ran creative family workshops - families painted plant pots

The impact?

Families spend quality time together, working towards a shared goal, which can enhance communication and interaction.



We created Prendergardd, our community garden, with Keep Wales Tidy and have had visits from The Darwin Centre, Tir Coed, The Durrell Wildlife Conservation Trust among others.



## The impact?

Gardening together can strengthen ties between a school and its community

Working in a school garden helps children and young people stay active, helping to reduce obesity

Children and young people who garden at school develop empathy and practise risk



# We ran a summer gardening club for children to connect with nature and grow produce

## The impact?

School gardens help children and young people to learn in authentic contexts

Gardening strengthens young people's immune systems

Gardening moderates moods and eases anxiety





The impact?  
Getting their hands dirty  
helps connect children and  
young people with nature



- We had success at The Pembrokeshire County Show: 3rd for our homegrown produce, 2nd for our wildflowers
- We were shortlisted at The Climate Challenge Cymru Awards in the Protect and Restore Nature category
- We achieved Level 2 in the RHS School Gardening Awards



The impact?  
Children and young people  
know where their food  
comes from

Teaching about food and  
growing gardens improve  
children and young people's  
diets.

We invested in a SumUp card machine for easier payments

We have improved the outdoor area with new paving and Preloved has been fitted with new glass doors for easier access



The impact?

A welcoming school environment is vital because it builds a sense of belonging, which is directly linked to better academic performance, improved student and staff well-being, and stronger community engagement.

Good parent volunteers provide essential support to staff, all the while strengthening the home-school partnership.

Last year also saw Haverfordwest High School students do a stint of volunteering at Bocs Bwyd as part of their curriculum.

The Havergardd Youth Squad also planned a stall to raise money at a Havergardd Fayre event and then donated half of what they raised to Bocs Bwyd.





# How do our pupils at Prendergast CP School benefit?

Bocs Bwyd sessions are timetabled and planned for weekly by all staff using progression map posters under the headings; 'growing food,' 'cooking food' and 'learning about food.'

Authentic learning experiences fit under the 4 Purposes and through our school-based inquiries, pupils:

- ▶ develop essential food literacy and basic life skills
- ▶ learn about leading sustainable and healthy lifestyles
- ▶ grow their own vegetables
- ▶ make good food choices
- ▶ cook meals on a budget
- ▶ take part in food tasting from around the world
- ▶ develop a range of entrepreneurial skills, such as money management and helping to promote BB by creating and selling products



	PS1	PS2	PS3
Things to Grow	<p>Herbs - mint, chives, sage, thyme, parsley</p> <p>Salads - lettuce, radish, cucumber, cherry tomatoes, spinach</p> <p>Vegetables - green beans, carrots, potatoes, peas, onions</p> <p>Fruits - strawberries, blueberries, gooseberries</p>	<p>Herbs - rosemary, coriander, basil, curry leaves</p> <p>Salads - variety of lettuce, radish, cucumber, tomatoes, spinach</p> <p>Vegetables - green beans, leeks, potatoes, peas, red onions, courgettes, cabbage</p> <p>Fruits - raspberries, rhubarb, apples, pears</p>	<p>Herbs - Flat leaf parsley, coriander, basil, dill</p> <p>Salads - Variety of salad Leaves, cucumber, tomatoes, spinach</p> <p>Vegetables - pumpkins, broad beans, aubergines, swede, sweet potatoes, cabbage, sprouts</p> <p>Fruits - Blueberries, cherries, apples, pears</p>
Things to Cook	<p>Fruit kebabs, delicious dip and hummus with vegetable sticks, pitta pockets, pizza wrap &amp; coleslaw, tasty toast and moreish muffins (all recipes are available on the 'food a fact of life' website)</p>	<p>Vegetable kebabs, guacamole, pleasing pasta, perfect plant salad/potato salad, pizza wheels, carrot &amp; cranberry muffins</p>	<p>Salsa, pizza (Yeast Dough), ham, spring onion and basil muffins, spicy chickpea and mushroom burgers, <u>mini Cornish</u> pasties, fruity muffins/flapjacks</p>
Things To Find Out About	<p>Classifying food, food above the ground, food from below the ground, animals as food, plants as food, likes and dislikes, cultural food, hygiene, farms, recipes</p>	<p>Food chains and webs, locality, food pyramid, soil types, food production</p>	<p>Food, farming, soil, microbes, import, export, culture and religion, climate</p>



# BOCS BWYD PS1 PROGRESSION MAP - COOKING FOOD



The impact?  
Food Literacy is more effective when children and young people experience cooking first-hand

### AUTHENTIC LEARNING EXPERIENCES

- Check available ingredients from the school garden, Big Bocs Bwyd and the school pantry
- Consider how you might combine these ingredients to make something tasty for snack
- Consider how you might combine these ingredients to make something tasty for snack
- Make shopping lists for additional essential items
- Purchase additional ingredients from the Big Bocs Bwyd
- Find and follow a simple recipe making sure you know what to do
- Wash your hands thoroughly, tie back long hair, put on your apron
- Collect all of the ingredients that you will need
- Collect the equipment and utensils you will need
- Prepare vegetables and other ingredients according to the recipe - wash, peel, chop etc.
- Weigh and measure ingredients according to the recipe
- Ask an adult to set the oven temperature if needed
- Use a timer to prevent things burning
- Prepare the snack table for your friends - collect any crockery or cutlery they will need
- If selling your food in the Big Bocs Bwyd, find suitable packaging/containers
- Enjoy eating with/interacting with your friends/customers
- Wash the dishes and clean your workspace thoroughly
- Store leftover food and/or ingredients paying regard to food safety guidance
- Ask friends/customers what they liked/disliked
- Take your cooking skills home - plan and prepare a snack to share with your family

### THE FOUR PURPOSES

- Use number effectively in different contexts
- Have the skills and knowledge to manage everyday life as independently as they can
- Connect and apply their knowledge and skills to create ideas and products
- Show their commitment to the sustainability of the planet

### CROSS-CURRICULAR LINKS

**NURSERY – M&N**

- Compare, sort and order two objects in terms of size by direct observation
- Anticipate events related to elements of daily routines and use the terms 'before' and 'after'
- Use words that describe temperature during everyday activities, e.g. hot/cold

**NURSERY – LLC**

- Take part in activities alongside others

**RECEPTION – M&N**

- Use direct comparisons with weight/mass/capacity
- Use the concept of time in terms of their daily activities
- Demonstrate a developing sense of how long tasks and everyday events take
- Use direct comparisons when describing Temperature

**RECEPTION – LLC**

Exchange ideas in one-to-one and small group discussions

- Take part in activities alongside others, with some interaction

### KEY QUESTIONS

- What do we need to consider when preparing/cooking foods? (Hygiene, safety etc.)
- What snacks can we make for our friends using the ingredients that we have available to us?
- How can we organise our store cupboard to keep similar ingredients together?
- How might food help us to stay fit and healthy?
- Where can we find recipes to follow?
- Can we adapt recipes or make our own?
- What can we cook to help us celebrate special events?
- Who can we share our cooking with?

### THINGS TO COOK

- Fruit kebabs
- Delicious dip and hummus with vegetable sticks
- Pitta pockets
- Pizza wrap & coleslaw
- Tasty toast and moreish muffins

### KEY VOCABULARY

- change
- health
- choice
- wellbeing
- cause & effect

### LEARNING OBJECTIVES

- I can explore the properties of materials and choose different materials for a particular use.
- I can make decisions based on what I like and dislike.
- I can take part in group decisions.
- I can understand and apply the language of time in relation to my daily life.
- I have used a variety of objects to measure.





# BOCS BWYD PS2 PROGRESSION MAP - GROWING FOOD



## AUTHENTIC LEARNING EXPERIENCES

- Find out how, when and where to grow herbs, fruits and vegetables
- Plan the annual cycle for growing food
- Prepare the soil for optimum growth
- Plant a variety of seeds in pots, patio containers, raised beds, vegetable patch
- Find and use recycled containers to plant seeds in
- Find ways to mark out a straight line for planting in raised beds/vegetable plots
- Measure accurately to make sure individual plants have enough space to grow
- Record the weather daily - rainfall/hours of sunshine/temperature
- Record the 'seed to plate' process in different ways
- Create labels and care instructions for the plants
- Use the Welsh names for things you see, do, or use in the garden
- Observe the plants at regular intervals and record their growth using labelled drawings, photographs and writing. Compare and notice changes over time
- Take care of your plants providing them with the best growing conditions
- When your produce is ready begin to harvest it
- Use the produce you have grown to prepare snacks, soups and simple meals for friends and family
- Create your own recipe cards for the food you have grown. Publish these for the users of Big Bocs Bwyd. Match them with available and seasonal produce
- Sell surplus herbs, fruits and vegetables in the Big Bocs Bwyd
- Provide the school kitchen with produce to use for school meals

## THE FOUR PURPOSES

- Set themselves high standards and seek and enjoy challenge
- Face and overcome challenge
- Lead and play different roles in teams effectively and responsibly
- Engage with contemporary issues based upon their knowledge and values

## CROSS-CURRICULAR LINKS

- YEAR 1- M&N
- Use non-standard units to measure length, height and distance
- YEAR 1 - LLC
- Communicate purposefully in writing, e.g. may be supported by a drawing
- YEAR 2 - M&N
- Use standard units to measure length, height and distance: metres, half metres or centimetres
- YEAR 2 - LLC
- Write for different purposes
- YEAR 3 - M&N
- Use standard units to estimate and measure: length: measure on a ruler/ tape measure to the nearest 1/2cm
- YEAR 3 - LLC
- Use the characteristic features of simple continuous and noncontinuous texts in their own writing

## KEY QUESTIONS

- Where does our food come from?
- Is it possible to grow food throughout the year?
- What are the conditions needed for growing different foods?
- What can we cook with the foods we grow?
- What kind of soil is needed to grow food?
- How can we grow food in limited spaces/urban environments?



## THINGS TO GROW

Herbs – rosemary, coriander, basil, curry leaves

Salads – variety of lettuce, radish, cucumber, tomatoes, spinach

Vegetables – green beans, leeks, potatoes, peas, red onions, courgettes, cabbage

Fruits – raspberries, rhubarb, apples, pears



## KEY VOCABULARY

growth  
change  
seasons  
life cycles  
decay



## LEARNING OBJECTIVES

- I can recognise that what I do, and the things I use, can have an impact on my environment and on living things.
- I have developed an understanding that I need a balanced diet and I can make informed choices about the food
- I eat and prepare to support my physical health and well-being.
- I can estimate and measure, using non-standard units, before progressing onto standard units.

The impact?  
Growing their own food at school teaches children important life lessons, fosters healthy eating habits, and enriches their academic learning. School gardens serve as living laboratories where students can connect with nature, understand where their food comes from, and develop a sense of responsibility and accomplishment

## The impact?

Being food literate can lead to better food choices

### AUTHENTIC LEARNING EXPERIENCES

- Find out about major crops that the world depends on and which countries produce and consume these crops.
- Explore food associated with different regions of the world and how this is part of cultural identity.
- Find reasons to explain how climate affects production in different regions of the world.
- Consider the impact technology and automation on food production and compare this with a lack of access to technology and automation for some countries.
- Research food production and consumption in terms of one or some of the following:
  - the least to the most amount of food consumed per person in different countries.
  - the healthiest to least healthy diet.
  - the widest range of food options to most limited offer of food options.
  - most/least imported types and quantities of food.
  - the environmental impact of food miles in a plate of food from different countries around the globe.
- Find out about different types of farming, now and in the past.
- Explore the advantages and disadvantages of mass, global food production.
- Find out about the impact of different types of farming on soil quality, water quality and the environment.
- Find out about different types of food processing and why and how these contribute to extending the range of food on offer and its shelf life e.g. bottling, canning, pickling, fermenting, freezing, vacuuming packing etc.
- Research the use of microbes in food production and try making some types of food that rely on them e.g. bread, pickles, cheese etc.
- Research the major food groups in terms of dietary needs.
- Find out what a healthy weight range means and how this is expressed as BMI - Body Mass Index. Take account of variables within the range.
- Develop a balanced meal for four people - make and serve the meal paying attention to food hygiene and safe storage.
- Consider the dietary food needs of people at different stages of life and explain how these change over time and how this is reflected in varying calorie intake.
- Consider how information of food labels helps us to make food choices that contribute to a healthy diet.
- Explore life-style choices based on omitting food particular groups such as vegetarianism (meat), veganism (all animal products), or other choices based on culture/religion (Kosher, Halal, beef, pork etc.) and the considerations for ensuring a healthy, balanced diet for each group.
- Research the work-related roles in food production by taking a supermarket product e.g. cornflakes and considering all the stages of production and the roles involved in getting it from its raw source to the table.



### THE FOUR PURPOSES

- Build up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- Apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- Express ideas and emotions through different media
- Engage with contemporary issues based upon their knowledge and values



### KEY QUESTIONS

- Is food a finite resource? Why? Why not?
- How is food production affected by climate, culture and/or technology?
- How can we ensure food equity in the future?
- How does traditional farming compare with 21st century farming?
- What are some of the processes in food production and why are they helpful?
- How can microbes be helpful/harmful in relation to food?
- As humans, how and why does our food intake change over time?
- How will lifestyle choices impact on food production now and in the future?



### THINGS TO FIND OUT

food  
farming  
soil  
microbes  
import  
export  
culture and religion  
climate



### KEY VOCABULARY

responsibility  
sustainability  
interdependence  
lifestyle  
equity  
climate  
technology



### LEARNING OBJECTIVES

- I can describe how living things compete for specific resources and depend on each other for survival.
- I can recognise that some decisions I make will have a long-term impact on my life and the lives of others.
- I can understand the difference between facts, opinions and beliefs, and consider how this may affect the importance and usefulness of evidence
- I have an understanding that injustice and inequality exist in societies
- I can understand the consequences of my actions and the actions of others, and how these affect local, national and global issues
- I can explain that energy can be transferred from one place to another and how this can be used to provide the energy we need in our modern lives.
- I can describe and give simple explanations on how and why some places, spaces, environments and landscapes are especially important to different people and for different reasons
- I can explain the importance of a balanced diet and nutrition and the impact of my choice
- I can collect different types of data to answer a variety of questions that have been posed, demonstrating an understanding of the importance of collecting relevant data



# BOCS BWYD MISSION CARD

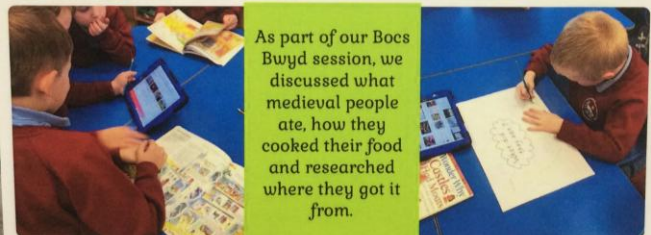
YEAR GROUP: 3 AND 4

LEARNING OBJECTIVE: TO DESIGN AND WRITE A THANK YOU CARD FOR BOCS BWYD VOLUNTEERS AND HELPERS.

SUCCESS CRITERIA: A SUCCESSFUL THANK YOU CARD SHOULD BE BRIGHT, EXPRESSING GRATITUDE WITH A CLEAR AND PERSONALISED MESSAGE, USING CORRECT SENTENCE STRUCTURE AND GRAMMAR, AND CREATING A NEAT AND PRESENTABLE CARD WITH APPROPRIATE DESIGN ELEMENTS LIKE COLOR AND ILLUSTRATIONS

RESOURCES: BLANK CARDS AND ENVELOPES

PLEASE NOTE: LEAVE A BLANK SPACE FOR NAMES TO BE ADDED IN



As part of our Boes Bwyd session, we discussed what medieval people ate, how they cooked their food and researched where they got it from.



## Thursday/Friday Morning Timetable - Autumn Term 2024

Rotation Activity:	9-10am			10-11am			11-12midday		
	Saplings (Thursday)			Oak Trees (Friday)			Acorns (Friday)		
Jigsaw									
PRAISE ASSEMBLY/BREAK	Acorns (Friday) Assembly - 9:00am - 9:30am Outdoor Learning/Play 9:30am - 10:00am			Saplings (Thursday) Assembly - 10:15am - 10:30am Break - 10:30am - 10:45am			Oak Trees + Y3 (Friday) Assembly - 11:00am - 11:15am Break - 11:15am - 11:30am		
BOCS BWYD ACTIVITIES <small>Planned and delivered by class teacher</small>	Oak Trees + Y3 (Friday) <small>(3/4 - 10-11am, 5/6 - 9-10am)</small>			Acorns (Friday)			Saplings THURS (Y1 - 10:45am-11:45am Y2 - 9:00am-10:00am)		
	Grow Food	Learn About Food	Cook/Eat food	Grow Food	Learn About Food	Cook/Eat food	Grow Food	Learn About Food	Cook/Eat food
5 <sup>th</sup> /6 <sup>th</sup> September 24	3/4	5	6	JG	KC	LS	1	DJ	AP
12 <sup>th</sup> /13 <sup>th</sup> September 24	6	3/4	5	LS	JG	KC	AP	1	DJ
19 <sup>th</sup> /20 <sup>th</sup> September 24	5	6	3/4	KC	LS	JG	DJ	AP	1
26 <sup>th</sup> /27 <sup>th</sup> September 24	3/4	5	6	JG	KC	LS	1	DJ	AP
3 <sup>rd</sup> /4 <sup>th</sup> October 24	6	3/4	5	LS	JG	KC	AP	1	DJ
10 <sup>th</sup> /11 <sup>th</sup> October 24	5	6	3/4	KC	LS	JG	DJ	AP	1
17 <sup>th</sup> /18 <sup>th</sup> October 24	3/4	5	6	JG	KC	LS	1	DJ	AP
24 <sup>th</sup> /25 <sup>th</sup> October 24	6	3/4	5	LS	JG	KC	AP	1	DJ
Half Term -29 <sup>th</sup> October - 1 <sup>st</sup> November 24	HALF TERM								
7 <sup>th</sup> /8 <sup>th</sup> November 24	5	6	3/4	KC	LS	JG	DJ	AP	1
14 <sup>th</sup> /15 <sup>th</sup> November 24	3/4	5	6	JG	KC	LS	1	DJ	AP
21 <sup>st</sup> /22 <sup>nd</sup> November 24	6	3/4	5	LS	JG	KC	AP	1	DJ
28 <sup>th</sup> /29 <sup>th</sup> November 24	5	6	3/4	KC	LS	JG	DJ	AP	1
5 <sup>th</sup> /6 <sup>th</sup> December 24	3/4	5	6	JG	KC	LS	1	DJ	AP
12 <sup>th</sup> /13 <sup>th</sup> December 24	6	3/4	5	LS	JG	KC	AP	1	DJ
19 <sup>th</sup> /20 <sup>th</sup> December 24	5	6	3/4	KC	LS	JG	DJ	AP	1

Name: \_\_\_\_\_

Year: \_\_\_\_\_

Date: \_\_\_\_\_



# FOOD HYGIENE QUIZ FOR 7-11 YEAR OLDS

How much did you learn about food hygiene?  
Read and choose the correct options to receive your certificate.



- What do you do when you've finished cooking? Circle all that apply.
  - Wipe the tables
  - Wash up the dishes and put them back in the cupboards
  - Turn off the equipment
  - Go straight back to class
- List 3 things you should do to maintain good personal hygiene in the kitchen.
 

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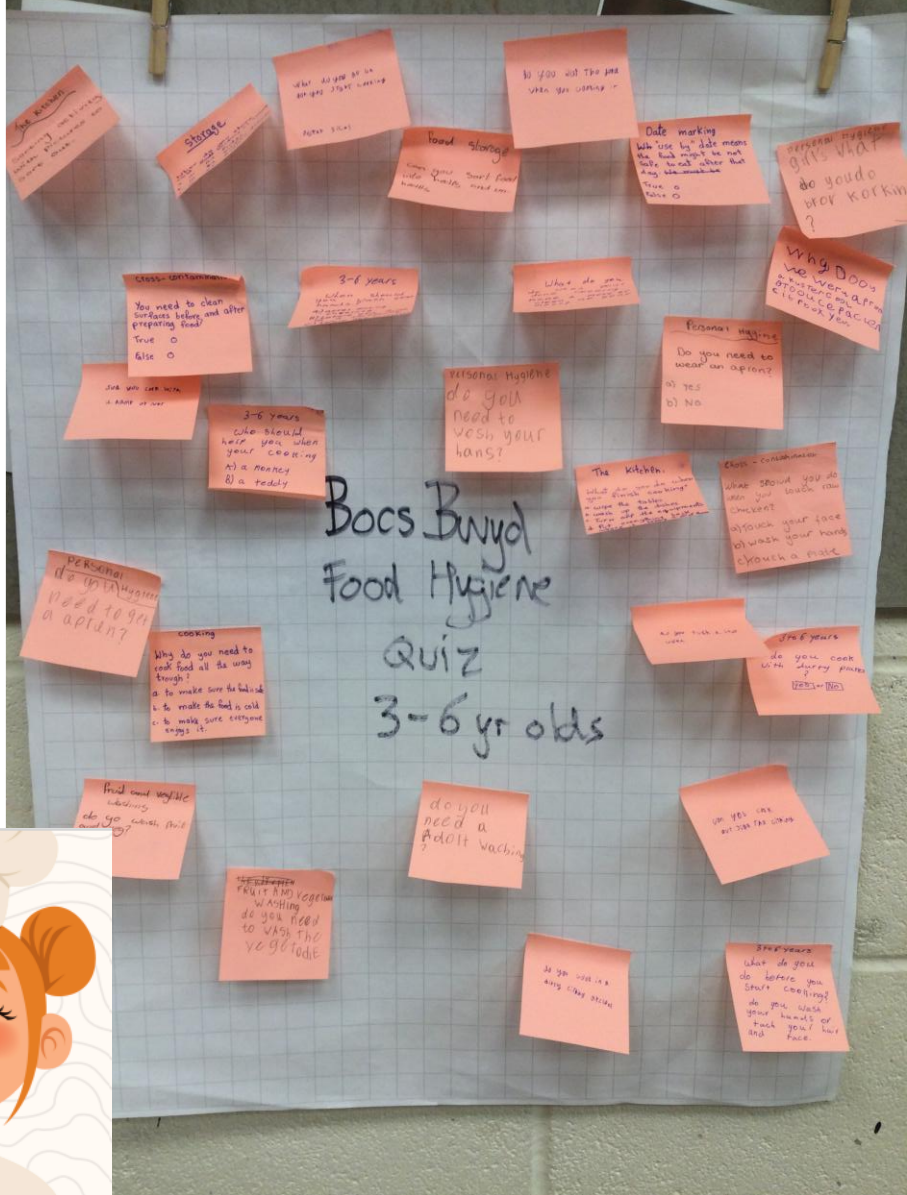
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- What temperature should your fridge be?
  - 10°C - 15°C
  - 0°C - 5°C
  - 18°C - 0°C
- The freezer is colder than the fridge.
  - True
  - False
- What is one way to stop cross-contamination?
  - Use the same knife for all food
  - Store raw meat with cooked food
  - Use separate chopping boards for raw and cooked food
- What should you do after touching raw meat or eggs?
  - Wipe your hands on a towel
  - Wash your hands with soap and water
  - Smell your hands
- What tool helps check if food is cooked properly?
  - Ruler
  - Food Thermometer
  - Timer
- It is okay to eat food after the 'use by' date if it still looks good.
  - True
  - False
- You can wash leafy greens by soaking them briefly in cold water.
  - True
  - False
- Washing fruit and vegetables helps get rid of germs and bugs.
  - True
  - False
- You can store leftovers in open bowls in the fridge.
  - True
  - False
- 'Best Before' means the food is unsafe to eat after that date.
  - True
  - False

## The impact?

To prevent foodborne illnesses, establish lifelong healthy habits, and develop crucial life skills.

Big Bocs Bwyd  
FOOD HYGIENE TRAINING  
FOR 3-6 YEAR OLDS

THE LUNCH BOX AND RECYCLED \*BIG BOCS BWYD A PHINDRANGHAW  
@PRENDERGAST



# What next?

- ▶ This year our aim is to secure more volunteers who can consistently support with timetabled Bocs Bwyd cooking and Prendergardd gardening sessions during the school day, as well as running the Bocs Bwyd shop at key points during the week. We are on the PAVs mailing list for volunteer opportunities and have signed up for Tempo Time Credits as a way of rewarding our parent volunteers for giving the school their time.
- ▶ We also aim to continue running as many cooking and gardening family workshops as we can; upskilling parents in the garden, connecting families to nature and using Fareshare produce to teach pupils about healthy eating and food hygiene.
- ▶ Long term, we hope to get funding to build a community room between our shipping containers for a pupil-led café and a safe space to host our families.

# WHAT DO PUPILS THINK ABOUT BOCS BWYD SESSIONS?



### FUTURE PROOFING

"I want to be a Bocs Bwyd teacher when I'm older"

"You need to learn to cook for when you're older and you can inspire others to cook"



### MY OPINION

"I don't like maths but I do when it's cooking"

### WHEN I'M OLDER

"If grandparents are too old to cook you can cook for them"

"I enjoy learning about food so I can teach my kids when I'm older and my siblings"

### COOKING

"I like growing food because I'm excited to eat it"

"Cooking is the best bit of BB"

"Cooking is the best - we are learning to make Welsh cakes soon"

### LEARNING

"You learn how to use a toaster, microwave, soup makers, air fryers, smoothie makers."

"Basic life skills"



### BIG FEELS

"You could end up on Masterchef"

"If I was home alone and older, I could cook myself food"

### WAYS BB HELPS

"I love gardening because it calms me down a lot as I get very emotional"

### COOKING

"Cooking is the important for the future and for helping people - anybody really."

"Cooking is the best part and then gardening is peaceful and helps the environment."

