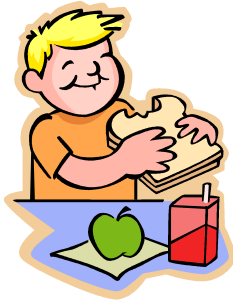


Week 3 – We all need to eat

Focus + Resources	Lesson Notes
<p>Lessons 1 and 2</p> <p>Objectives</p> <ul style="list-style-type: none"> To name different food types and allocate a food to a type To be able to explain the effects of not eating or drinking and of eating the wrong foods <p>Key Ideas</p> <ul style="list-style-type: none"> Humans, like other animals, need water & food to stay alive There are many groups of foods and we need a variety of foods to stay healthy <p>Resources</p> <ul style="list-style-type: none"> Folens Big Book 2, page 5 Star Science – Health & Growth WES Y2 Science Workbook 1 Science Success <p>Vocabulary <i>food, feed, health, healthy, growth, energy, cereals, fruit, vegetables, processed, sugar, salt, balanced, excretion, (protein, vitamin, fats)</i></p> <p>Extension Activity If your child is interested, he could find out more about the vitamins and minerals that our bodies need and which foods they are found in. This could be presented in a chart with the vitamins and minerals listed and drawings or pictures alongside to illustrate where we find them.</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> Food and drink. Start by reading together pages 34-35 in <i>Science Success</i>. Your child needs to be aware that although we may talk about all the foods that we need, we would die if we did not have water to drink as well. Look at the picture together and see if your child can find any food that comes from animals. <i>Which ones come from plants?</i> What did you eat yesterday? Follow the suggested activity in question 1 on page 35 of <i>Science Success</i>. Ask your child to think back over what was eaten yesterday and draw up the 3 plates suggested. Different types of food. Turn now to page 5 in <i>Folens Big Book</i>. Here the foods are divided into food groups. Let your child decide in which of these groups to place each of the foods in <i>Science Success</i>. Establish that ‘fish’ is in the ‘meat’ food group as it comes from an animal. There is no food group in the Big Book for sweets or biscuits. What type of food does your child think these are? What type of food? The main food groups are introduced in Activity 1.10a-b in <i>Science Workbook 1</i> with a short explanation. Look at the types of food on page 5 of <i>Folens Big Book</i> and ask your child to which of the three main groups each of these belongs. Can he also place the sweets and biscuits? Produce your collection of pictures of foods. Pick out one or two and ask your child to which food group they belong. Put each in the appropriate section of the Activity sheet. Let your child sort out the remaining foods. Check these together before he sticks them in. Discuss reasons for putting each food in its group. This activity relates to that described on page 9 of <i>Health & Growth</i>. Finish the lesson with a food-related story. This could be a traditional tale such as <i>The Gingerbread Man</i> or <i>The Magic Porridge Pot</i> or a picture book such as <i>The Giant Jam Sandwich</i> or another book from the suggested list. <hr/> <p>Lesson 2</p> <ul style="list-style-type: none"> The lunchbox. Produce the two lunch boxes you have made up. Let your child look through each of them individually and comment on the contents. Put out 4 sheets of paper labelled <i>Food for Growth, Food for Energy, Fruit & Vegetables</i> and <i>Processed Food</i>. Ask your child to put the items from the first lunchbox onto the appropriate sheet. <i>Is there something from each group or several things from one group? Would this lunchbox provide a ‘balanced meal’?</i> Repeat with the second lunchbox (don’t mix up the two). Can your child say which of the two would be the most healthy and why?

Week 3, Lesson 2 continued



- **Why do we need these foods?** Foods in the three main food groups also provide other essentials in our diet. Some of the energy foods and the fruit and vegetables provide us with roughage, which we need in order to process our food (you can tie this in with the life process of excretion). Discuss vitamins if your child has heard of these. Vitamin C which we get from fruits such as oranges and blackcurrants helps wounds to heal, our bones to stay strong and may help us recover from colds. Vitamin D we can get from eggs and fats and also from exposure to sunlight. It helps formation of bones. Children from sunny countries who go to live in the Northern hemisphere may suffer from a lack of Vitamin D and could get rickets.
- **How do we eat them?** Look at question 2b on page 35 in *Science Success*. Let your child choose the foods he likes best from these pages. Which food group do they come in? Now choose the foods he likes least. Which group are they in? What do his favourite foods do for him? Then look at question 3b. Ask your child to pick out some foods we eat raw and some we cook. This can be just a discussion, a set of drawings or a written list depending on time and level of interest. You will be expanding on favourite foods next week.

Week 3 – Additional Teaching Points

Preparation for the lesson

- Lesson 1. For this lesson you will need to collect a range of pictures of different foods, from magazines, food packages etc. Try to include as many as possible but make sure that you include a selection from each main food group (see below). You can cut up and use the pictures in Activity 1.10c if you don't have enough pictures.
- Lesson 2. You will need to prepare two lunch boxes for this lesson. Each one should contain approximately enough for one child to eat at a meal. One should contain a range of 'less desirable' foods such as crisps, sweets, white bread jam sandwich, sweetened drink etc. The other box should contain 'more desirable' foods such as cheese, wholemeal bread, fruit, fruit juice etc. Include foods that your child likes in each of them.

Teacher tips

- During this week you will be helping your child to realise what is meant by a healthy and balanced diet and to understand more about why we eat different foods. The official description of the different food groups is given in the teaching notes at the start of this topic. The correct term is included in the descriptions in the Workbook but use your discretion about whether you introduce this vocabulary to your child – he may already have heard about protein or vitamins and be interested in associating the foods with these terms. The food groups are identified as:
 - foods for growth** – including proteins and fats that are needed for a child to grow and mature and to help our bodies maintain strength and renew cells
 - energy foods or foods for activity** – including carbohydrates in the form of cereals for slow-release energy as well as sugars for instant energy
 - foods for health** – includes **fruit and vegetables** which provide most of the vitamins and many of the minerals that our bodies need to function efficiently. This category (as used in the book *Health & Growth*) can be confusing as other foods are also 'healthy'. It is better, in general, to refer to this group as *fruit and vegetables*.

Food Groups

Activity 1.10a

Week 3

Foods for growth -

Some of these are *proteins* such as meat, fish or eggs and some are fats such as cheese and oils. These foods are needed to help us grow and to help our bodies maintain strength and renew cells. Nuts and some pulses are also foods for growth and vegetarians eat these to help them grow and mature.



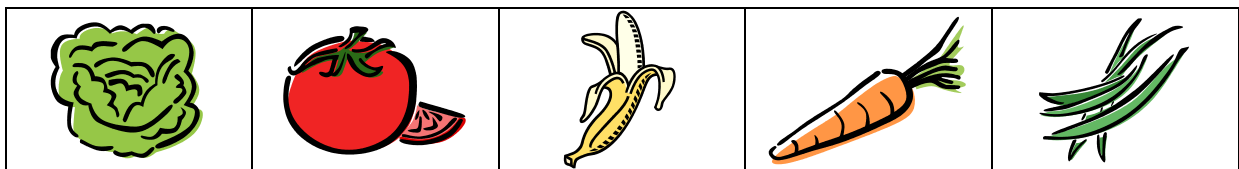
Energy foods or foods for activity -

These are *carbohydrates* which may be cereals such as bread or rice to give us slow-release energy to last a long time, or sugars for instant energy.



Foods for health -

These are the fruit and vegetables which provide most of the vitamins and many of the minerals that our bodies need to function efficiently



Processed foods

These foods have been changed or 'processed' from the original ingredients and have salt and sugar added to them. They provide energy but we don't need them.



Food Groups

Activity 1.10b

Week 3

Sort out the pictures of different foods that you have collected. Stick the foods into the right food group below.

Foods for growth

Energy foods

Fruit and vegetables

Processed foods

Food Groups

Activity 1.10c

Week 3

