

SUGAR SMART



Year 2 Science Lesson: Food Sources

Theme/Unit: Living Things, animals including humans.

Lesson Overview: To explore where our food comes from.

Learning Objective: To identify sources of food.

Success Criteria:

Must: I know that all foods come from plants and animals.

Should: I know where my food comes from.

Could: I can sort foods into groups according to their source.

Introduction:

Begin questioning the children to establish what they already know.

What did you eat for breakfast/lunch today?

Why do we eat?

What would happen if we didn't eat?

Establish that food is very important for us but its important to eat a balance diet with lots of food groups.

Explain that in this lesson we will be looking at where our food comes from and the effects that too much food can have on our bodies.

Main Teaching:

Present the children with a basket of food stuffs that typify food from other countries e.g. pasta, curry, noodles, rice, sugar, honey etc. Ask where they come from, have they tasted any, and label accordingly.

Next show a basket of food stuffs/pictures that someone would buy at the supermarket e.g. cereal, peas, eggs, bacon, bananas, butter, honey, fish fingers, pasta, yogurt, bread, biscuits etc. and arrange them into two sets. Elicit how each set should be labelled (From Plants and From Animals) and why.

Show the children some foods which are very high in Sugar eg cereal, biscuits, cake and then compare to some fruit. Explain that fruit has natural sugar in it and the other foods have refined sugar. Tell the children its very important not to eat more than 6 teaspoons of sugar a day

Finally present a basket of food with a selection of animal produce as above but more fruit and vegetables including root and leafy (some fruit and vegetables from source with soil and leaves on). Ask volunteers to sort the selection into sets and explain why e.g. fruit, vegetables, meat or from animals, from under the ground, from trees, from plants. Discuss and label accordingly.

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Add a cucumber, squash or tomatoes which all have seeds. Discuss which part of the plant we eat. Establish that fruits have seeds and grow on plants, bushes and trees, while vegetables can be root vegetables, leafy vegetables or other (see Facts for Teachers) and meat and other produce comes from animals.

Ask some children what their favourite meals are and together decide where the foods came from e.g. spaghetti bolognese – mince from animals, tomato sauce from plants, spaghetti from plants and cheese from animals.

Teacher Led and Independent Group Tasks:

Design a 'Where does it come from?' board game. (See web links about 'From Farm to Fork!').

(BA) Teaching Assistant to work with the group to design and make a simple board game for the group to play, entitled 'Where does it come from?' e.g. design a board with two sets/baskets/plates labelled 'From Plants' and 'From Animals'. Have the children each make 6 game cards with a food on each e.g. yogurt, raisins, toast, eggs etc. Ensure they do not repeat any. Remind them of the name of the game. Discuss the rules e.g. shuffle the cards, deal them so each player has 6 cards and take turns to place each card in the correct set.

(A) Work in small groups to play a pre-prepared game (see web links 'From Farm to Fork!'). Encourage the children to read through the rules and think about their choices.

(HA) Work as a group, with the Teacher, to design and make a 'Where does it come from?' board game for the group to play. Establish what needs doing e.g. designing and making the board, making 'food cards', making 'where does it come from cards' and agreeing on the rules. Suggest they consider where the food comes from to include trees, bushes, root and leafy vegetable categories.

Plenary (AfL Focus):

Share game ideas and allow some time to play each other's games. Ask if the games help us to understand where our food comes from.

Watch a Field to Fork film (see web links).

Revisit the learning objective and self-assess their learning using Steps to Success.

Next Steps/Home Learning:

English: Read Oliver's Vegetables by Vivian French.

Science: Explore the different food groups and understand why we need to eat a balanced diet. Download the 'Be Food Smart' App and make a list of 10 foods at home and how much Sugar they contain.

D&T: Choose a food, source it and make a meal.

Home Learning: When eating think about where your meal comes from. When visiting the supermarket consider the differences between fruit and vegetables at source and when packaged.

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Resources/Facts for the Teacher:

Three baskets of food as above, sets rings and labels, print and prepare copies of the 'From Farm to Fork!' board game (see web links), several large sheets of card, small game cards.

A fruit is the part of the plant that contains seeds e.g. apple, pear, kiwi and lemon. It is usually soft and juicy but may have a tough outer layer e.g. melon. Some fruits grow on trees e.g. oranges, lemons, coconuts, peaches and plums. Some fruits grow on vines e.g. watermelon grow on vines near the ground while grapes grow on vines that climb. Other fruits grow on bushes e.g. strawberries, raspberries and blueberries. The pineapple grows on a plant near the ground. Tomatoes, pumpkin, avocado and cucumber are all fruits because they have seeds.

Vegetables come from many different parts of the plant: the root, the leaves, the flowers, the stems and seeds. Root vegetables grow under the ground e.g. potatoes, carrots, beetroot and turnips. Leafy vegetables grow above the ground e.g. lettuce, cabbage and spinach. When we eat broccoli and cauliflower we eat the flower buds, that haven't yet opened. We eat the stem of the asparagus and celery. When we eat corn or peas we are eating the seeds of the plant.

Sugar is often 'hidden' in processed foods e.g. Baked Beans. Teach the kids that its important not to eat too much sugar and it should be viewed as a treat.