

Year 2 Unit: Health and growth Lesson 2

Main Focus	Prior Knowledge	Key Vocabulary	Curriculum Objectives
Name the main food groups and some foods in them	Understand that different animals eat different diets; Understand that some foods are healthy, and some unhealthy	diet, food groups, healthy, unhealthy, treat, energy, categories	B2.1C Understand what is meant by a balanced diet B2.1D Know the main food groups and be able to categorise food by type

Teaching Summary

Ask the students to discuss what they learned in their last science lesson. Recap and address any misconceptions. Explain that today we will focus on food, which is a basic need for humans and animals. Ask the students to name some **healthy** and some **unhealthy** foods. Tell them that we can sort foods into different **categories**, called '**food groups**'. These are:

- Fruits and vegetables
- Starchy foods
- Meat, fish and eggs
- Sugary and fatty foods
- Milk and dairy foods

Use [Which Food group?](#) or write the following words on the board; apple, cheese, chicken, pasta, cabbage, potato, butter, chickpeas. Ask the students to sort each food into the correct food group.

Ask the students if they think that a human's diet should have the same amounts of each food group to stay healthy. Reinforce that our diet should have mostly fruit and vegetables, with good amounts of starchy foods, some meat, fish and eggs and milk and dairy, and small amounts of sugary and fatty foods as a **treat**. We call this a **balanced diet**. Ask what happens if we eat a balanced diet (we are fit, healthy and well; we have lots of energy; we stay a healthy weight). What about an unbalanced diet? (We can become ill; we have low energy; we can become overweight).

Main Activity

Core

Show or draw an image with the above food groups (if you are using an existing image, make sure the terms used are the same as above). Give the students a sheet with a large circle divided into five 'wedges'. Ask them to label each of the wedges around the outside of the circle with each of the food groups. Inside the circle, draw two or three examples of a food in that group and label them.

Support

Give the students words and/or pictures of two or three foods for each group and ask them to sort them into the correct groups.

Extend

Ask the students to add one or two healthy choices, and one less healthy choice in each section.

Plenary

Bring the students back together. What have they put in each food group? Ask the students to 'vote' by putting hands up/showing a thumbs up if they agree with what everyone has said and discuss if necessary.

Additional Activity

Use [Food for thought](#) as discussion starters. Ask the students to read the statements and vote on the answer. Address misconceptions as needed.

Resources**Physical Resources**

- Sheets with a circle divided into five wedges
- Words/Pictures of food

Photocopiable Resources

- [Year 3, Movement and Feeding 1, Which food group?](#)
- [Year 3, Movement and Feeding 1, Food for thought](#)