



**Topic Title:** Fabulous Food

**Year Group:** 2

**Academic Year:** 2022-2023

**Science Intent:**

To understand through observations and first-hand experiences, the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans.

<p><b>Prior Scientific Learning/Linked Topics:</b></p> <p><b>Year 1 PSHE- Healthy Me- understanding the differences between what is healthy and not.</b></p> <p><b>Year 1 – Animals including humans</b></p>	<p><b>Literacy Links (including texts/media used):</b></p> <p>Supertato Veggie Assemble</p>	<p><b>Maths Links:</b></p> <p>Fractions</p>
<p><b>Scientific Knowledge</b></p>	<p><b>Working Scientifically</b></p>	
<ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults find out about and</li> <li>describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>	<p><b>Observing and Measuring over time</b> Observe and identify, compare and describe. Use simple measurements and equipment with increasing independence (stopwatches)</p> <p><b>Identifying, classifying and grouping</b> Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them.</p> <p><b>Comparative and fair testing (controlled investigations)</b> Talk about what they have found out and how they found it out. To say what happened in my investigation. To say whether I was surprised at the results or not. To say what I would change about my investigation.</p>	



## Content:

- **Life cycle of a human** **Observe and identify, compare and describe**  
To look at the life cycle of a human being, Chn to bring in pictures of themselves as a baby and compare it to their school picture. Chn to sort the pictures of a human life cycle in to the correct sequence and to identify the differences between each picture. . Chn to look at lifecycles of birds, frogs and chickens - sort and sequence the pictures.
- **What we need to survive** **Research**  
To discuss what we need to survive. Chn to discuss during a day what they need to survive. Water, Air and food – what happens when we don't have this. What do animals need – is it the same as humans?
- **The importance of exercise** **Observing and measuring over time**  
To discuss why we need exercise. Chn to make a list of the exercise that they do in school and outside of school. Chn to understand what happens to our body after exercise. Chn to see how many star jumps they can do in a minute (using stop watches) and to observe what happens to their bodies.
- **Healthy food and our diet** **Identifying, grouping and classifying**  
To sort foods into 'healthy' foods and those that we shouldn't eat so much (PSHE link ). What foods shouldn't we eat so much of and why? Chn to talk about different food groups –e.g. meat, fish, vegetable, bread, rice, pasta. Chn to discuss misconceptions about food. Chn to keep a food diary for the week.
- **Hygiene Experiment** **Comparative and fair testing. Observing over time**  
Hygiene experiment – Mouldy Bread experiment. Chn to predict what they think will happen to the bread in the different conditions. Chn to record results over a 2 week period. and recording results. Children to draw conclusions from the experiment.

## Key Vocabulary:

offspring, reproduction, growth, child, young, old, stages, (chick/hen baby/child/adult caterpillar/butterfly)  
exercise, heartbeat, breathing, hygiene, germs, disease, food types (meat/fish/vegetables/bread/rice)



No Limits  
To Learning!

Stunning Start/Marvellous Middle/Fabulous Finish:

Make Pizza  
Cream tea afternoon

OAA/Trips/Visits/Visitors: