

Topic:	Year group	Term
Nutrition and Diet	3	Autumn 2

Background knowledge

Children discuss which food items they should eat regularly, sometimes and occasionally.

Children explore the effects of having too much or too little of a particular food group. They look at the effects of fats on the body. They learn that fats can be classified as healthy (unsaturated) or unhealthy (saturated) and that they have different impacts on the body.

Children explore what a balanced diet is and learn about its importance in maintaining good health.

Children learn that vegan and vegetarian diets are similar, but not exactly the same. Vegetarians do not eat meat whereas vegans do not eat any animal products. Children also explore a pescatarian diet, which contains fish but no other meat products.

Children look at the wider animal kingdom to learn about the dietary requirements of different animals. They should use the terms "carnivore", "herbivore" and "omnivore" to differentiate between different animals' dietary needs.

Children do not need to name the teeth, as this is covered in the Year 4 curriculum.

Common misconceptions

- Children may believe that animals that are kept as pets eat the same food as those in the wild.
- Children may think that all humans have the same dietary requirements.
- Children may think that there are no similarities between a vegan, vegetarian, pescatarian and omnivorous diet.
- Children may think that people who follow a vegetarian or vegan diet are unable to get protein-rich food.

What should I already know?

- I can describe what animals and humans need to survive.
- I can describe why exercise, a balanced diet and good hygiene are important for animals. (Year 2)

National Curriculum Objectives / Key Skills	The Journey
Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. <u>Working scientifically</u> Talk about criteria for grouping, sorting and classifying (non-statutory) Using straightforward scientific evidence to answer questions or to support their findings. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Identifying differences, similarities or changes related to simple scientific ideas and processes. <u>Scientific enquiry</u> 	1. Food groups 2. Understand the five food groups 3. Balanced diets 4. Compare diets 5. Animal diets

Outcomes

Working towards: I can with support identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

Expected: I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

Exceeding: I can confidently identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. I can go on to give examples.

Key Vocabulary	Timeline / Diagrams
Carbohydrates - found in food such as bread, cereal, pasta and rice Proteins - found in food such as eggs, beans, fish and meat Dairy products - food made from the milk of an animal Fats - found in food such as avocados, oil, butter, fried food and nuts Sugars - substances used to make food and drinks sweet Fruit and vegetables - provide the body with vitamins and minerals Balanced diet - a diet that fulfils a person's nutritional needs Balanced meal - a meal that has a wide variety of the food in the correct proportions Nutrition - the process of taking in and using food Eatwell guide - a guide that helps people to eat a balanced diet Vegan diet - a diet that does not include meat or animal products Vegetarian diet - diet that does not include meat but does include animal products such as cheese and eggs	The diagram illustrates five food categories arranged in two rows. The top row contains three items: 'fruits and vegetables' with an image of a red apple, 'carbohydrates' with an image of a loaf of bread, and 'proteins' with an image of a salmon fillet. The bottom row contains two items: 'dairy products' with an image of a glass of milk, and 'fats and sugars' with an image of a pink donut. Each image is placed above a yellow-bordered label box containing the category name.

Pescatarian diet - a diet that includes fish but no other meat products
Omnivorous diet - a diet that includes all food types

Key people / places



Lucy Upton
Paediatric dietitian

Sophie helps children stay healthy by giving advice about food and nutrition. She is **caring**, **knowledgeable** and works well in a **team** with doctors and nurses to make sure every child gets the right food to help them grow strong.

Question of the Week

Question of the week

What do animals and humans need to survive?

Question of the week

What are the five food groups?

Question of the week

Tick the statement that best describes a balanced diet.

A balanced diet has lots of sugar.

A balanced diet has lots of protein.

A balanced diet fills a person's nutritional needs.

Circle the food that can be eaten as part of a pescatarian diet.



Question of the week

Match each food group to what it provides.

Fruit and vegetables	maintains strong bones and teeth
Proteins	provides vitamins and minerals
Dairy products	helps build and repair muscle



Match the word to its definition.

carnivore

an animal that eats other animals and plants

herbivore

an animal that only eats plants

omnivore

an animal that only eats other animals

