



What a body needs

Autumn 1 · Week 5 · Lesson A · 40 minutes

Learning objective

Identify several jobs of food, explain why variety matters and match example animals to appropriate foods without judging personal diets.

Evidence to look for

Record the pupil decision or explanation and the support used. Accept pointing, signing, adult scribing or directing the model. A photograph alone does not establish understanding; no photography or public sharing is required.

Source lesson timing

Elapsed minutes	Source stage	Minutes
0–1	Overview	1
1–5	Arrival Task	4
5–7	Today at a Glance	2
7–12	I Do 1	5
12–16	I Do 1b	4
16–22	We Do 1	6
22–26	We Do 1b	4
26–30	I Do 2	4
30–40	We Do 2	10

Split slide times are added within their original source stages. Printed tasks and adaptations replace activity within these timings; they do not add extra lesson time.

Equipment and preparation

- Original paper food/job cards and fictional case cards
- Pupil record, pencil or adult scribe
- Movable group labels; adult can read all cards aloud

**TEACHING SEQUENCE**

Guide the lesson

Use the source stage times; choose prompts appropriate to the pupil.

Slide 1: What a body needs · 1 minute

Monday P3, 11:00-11:40. This one-minute overview is included in the 40-minute lesson.

Slide 2: Start with a body job · 4 minutes

Do not request personal diet disclosure. Supported: choose energy/growth labels. Standard: name a job. Stretch: name two and distinguish them. Retrieve the idea that muscles need a working body; no calorie discussion.

Slide 3: Three things we will do · 2 minutes

Use energy, growth and repair, vitamins/minerals, fibre and water as age-appropriate vocabulary. These categories overlap: one food can supply more than one nutrient.

Slide 4: Food can help in several ways · 5 minutes

Model food/job links as examples, not exclusive categories. Bread also provides some protein, vitamins and minerals; beans/lentils also carbohydrate/fibre. Fruit/vegetables differ in nutrients. Do not claim a food has a single job or that one food can provide everything.

Slide 5: Water matters too · 4 minutes

Water is needed alongside food and is present in many foods/drinks. Do not invent personal intake targets or encourage any restriction. Explain source model's point: a collection of food cards is incomplete as a picture of bodily needs; water has functions despite no food energy.

Slide 6: Name one job, then check · 3 minutes

Collect all pupil responses before modelling. Expected examples: starchy foods provide energy; beans/lentils supply protein for growth/repair. Accept other correct nutrient-linked jobs if justified. Do not treat one answer as excluding all other food functions.



TEACHING SEQUENCE / CONTINUED

Guide the lesson - continued

Keep the source stage times; pause and check understanding as needed.

Slide 7: Can one food do more than one job? · 3 minutes

Variety can supply a broader range of nutrients than relying on one food. Adult reads the information table so pupils do not need to memorise all terms. Correct “only protein” gently with the supplied evidence.

Slide 8: Different animals, different needs · 4 minutes

Use matching cards: cow can eat grass, owl can eat mice, caterpillars can eat leaves, goldfish can eat suitable fish food. These are examples, not complete diets for every species. Adults, not pupils, manage actual animal feeding. Ask why giving any animal any food is not a sound rule.

Slide 9: Build a reason with because · 4 minutes

Model because as evidence language. Supported: point from food to job; standard name a nutrient/job; stretch explain overlap. Food amount and type both matter, but no quantity/weight/calorie calculations or individual dietary advice.

Slide 10: Match and challenge a claim · 5 minutes

Read example food labels aloud. Correct matches as in previous comparison. Claim false: animals have different feeding needs, e.g. cow eating grass and owl eating a mouse. Do not use the cards to decide actual feeding instructions for a pet.

Slide 11: Compare two choices and save · 5 minutes

Five minutes completes source ten-minute stage. Explain that different types of food matter as well as how much. Learner can pass or tell adult privately. Retain paper cards for Wednesday; never test the idea by feeding animals.

**TEACHER ANSWERS**

Worked answers and expected evidence

Use after an attempt. Accept equivalent correct explanations; record support given.

1. Food-job information cards

Information reference rather than a test. Avoid exclusive matching claims: one food often contributes to several body jobs.

2. Use a food-job reason

Bread/potato for starchy energy; beans/lentils for protein growth/repair; carrot/apple for vitamins/minerals/fibre. Other scientifically valid overlaps accepted with supplied evidence.

3. Match the animal examples

Cow-grass; owl-mouse; caterpillar-leaves; goldfish-suitable fish food. Different species have more specific needs; no pupils feed actual animals.

4. Explain variety

Foods provide different nutrients; varied sources contribute to body needs. Beans/lentils supply protein and carbohydrate/fibre. Animals differ in feeding needs; example cow/grass versus owl/mouse supports correction.

Misconceptions and corrections

- Foods have one job each: most supply several nutrients.
- Lots of one food supplies every nutrient: type and variety matter too.
- Every animal eats the same thing: feeding needs differ.
- Water supplies food energy: it supports important body functions without food energy.



Teach safely; keep the evidence

The source record identifies this conversion; it is not a claim of publication.

Safety

- Use paper cards and invented examples only; no tasting, feeding animals or handling real food.
- Do not ask about pupils' weight, calories, personal meals or food available at home.
- Use neutral food language; no foods, bodies or families labelled good or bad.
- This is a scientific teaching model, not a diet plan; adults follow existing individual support plans.

Access and offline alternatives

- Point to a food card and an illustrated or spoken body-job label.
- Match example food/job links and justify why variety matters.
- Explain overlapping nutrient roles and compare two animals using evidence.
- Adult receives one real pupil observation or access request, acts on a feasible change and explains limits. A learner can pass privately.

Close and continue

Finish at 40 minutes. Keep named cards and records for Wednesday Week 5; do not start the workshop early.

Source and revision

Repository: [MattRoper1977/Lessons](https://github.com/MattRoper1977/Lessons)

Source path: [Science_Teesside/Build/SCI_B_W5_Right_Nutrition.html](#)

Source file Git blob: [21014244de9f92bea3c1e10e53d0ce8592ea43ce](#)

Current source link (mutable): https://github.com/MattRoper1977/Lessons/blob/main/Science_Teesside/Build/SCI_B_W5_Right_Nutrition.html

Document revision: 2026-09-06

Uploaded supporting sources

- White Rose Education, Year 3 Autumn Block 3 (2024): Nutrition and diet, steps 1 Food groups, 2 Understand the five food groups and 5 Animal diets. Concepts inform original card tasks; source photographs and printables are not redistributed.

Recorded conversion changes

- Original editable classroom text, scientific diagrams and pupil tasks follow the current weekly HTML, not the older retained A/B teaching version.
- White Rose uploads inform concepts and task choices; no publisher-owned slide, photograph, worksheet page or video is redistributed in these public files.
- Website animations and drag-and-drop controls become teacher-led reveals, movable paper labels and accessible spoken/drawn responses. No internet connection or video is needed.
- Autumn 1 Weeks 1-2 were baseline assessment. This is a Weeks 3-7 teaching pack, not a claim that baseline assessments or the separate Week 8 enrichment are included.