



Building a balanced plate

Autumn 1 · Week 6 · Lesson A · 40 minutes

Learning objective

Classify example foods into broad Eatwell groups and explain that balance concerns a range of foods over a day or week, not exact personal portions.

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: Building a balanced plate · 1 minute

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

Slide 2: Retrieve a food-job idea · 4 minutes

No pupil meal or diet disclosure. Supported points to a food label; standard names a job; stretch recognises overlap. Explain that this model is about broad groups, not judging any individual's food.

Slide 3: Three things we will do · 2 minutes

Prepare eight source cards: rice, bread, carrot, apple, chicken, beans, milk, fortified soya alternative. The source model also names oils/spreads as a small group; do not imply the eight-card set itself shows every food needed.

Slide 4: Five broad food groups · 5 minutes

Name full protein group orally: beans, pulses, fish, eggs, meat and other protein. These are broad Eatwell groups; fats/sugars is not substituted as a fifth group. Oils/spreads form a small group in the guide. No exact area proportions or personal portion targets inferred from this text model.

Slide 5: Place one food, explain its group · 4 minutes

Model evidence rather than preference. Potato is classed with starchy foods in Eatwell grouping, although botanically a plant food. A mixed dish may contain several groups; not every food has one exclusive nutrient role.

Slide 6: Where do these four cards go? · 3 minutes

Collect choices before explanation. Rice/bread = starchy foods. Carrot/apple = fruit and vegetables. Pupil may point to the groups; colour is supplementary, words stay visible.



| TEACHING SEQUENCE / CONTINUED

Guide the lesson - continued

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

Slide 7: Now place the other four cards · 3 minutes

Chicken/beans = broad protein group. Milk/fortified soya alternative = dairy and alternatives. “Alternative” does not mean identical nutrient profile; chosen example is fortified soya. Check package evidence in real life, but use only paper cards here.

Slide 8: What does balance mean? · 4 minutes

Ask which two groups are the largest in the Eatwell model: fruit/vegetables and starchy foods. State oils/spreads is small. The eight source cards omit an oil example; this is a limitation of a simplified activity, not a ban. Teacher may name olive oil as a reference example without requiring extra food.

Slide 9: Explain it without a vague label · 4 minutes

The word healthy alone is not the scientific explanation. Model a specific explanation with variety, groups and time. Avoid “bad food”, banned food, weight or calorie discussion. Teacher follow individual support plan outside this lesson.

Slide 10: Which claims need improving? · 5 minutes

First claim fits broad concept; only one group is insufficient to represent balance; banned claim false. Foods high in fat/salt/sugar can be included less often/in smaller amounts in official general guide, but no individual targets or moral labels. Source false claim “chips are a bad food” is challenged rather than endorsed.

Slide 11: Swap within a group and save · 5 minutes

Five minutes completes source ten-minute stage. Swaps preserve broad group, not exact nutrient equivalence or portion. Each learner can point, sign or direct. A mixed-food example can be unpacked if offered; no personal eating disclosures.

**TEACHER ANSWERS**

Worked answers and expected evidence

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

1. The five-group reference

Five broad groups follow accepted website/NHS Eatwell approach. Oils/spreads is small; foods high fat/salt/sugar are outside the main guide rather than a required sixth group. No exact quantities assessed.

2. Sort the eight cards

Rice/bread starchy foods; carrot/apple fruit/vegetables; chicken/beans protein-source group; milk/fortified soya alternative dairy/alternatives.

3. Check the claims

All three need correction: balance considered over a day/week; range across groups supports needs; no moral bans. Explain general guidance without personal food judgement or exact portions.

4. A swap with a reason

Broad group preserved for rice/bread or chicken/beans; same group does not imply identical nutrition/portion. Limits include exact portions, complete day/week intake, individual requirements and mixed dishes.

Misconceptions and corrections

- A food-group plate prescribes exact portions for every pupil: this activity supplies none.
- Every meal must copy the model: balance is considered over a day/week.
- Protein means only meat: beans and other pulses are in that group too.
- Sometimes foods are bad or banned: use neutral inclusive language.



PREPARATION / ACCESS / SOURCE RECORD

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 or direct food cards to clearly worded groups with an adult reader.
- Sort eight foods and explain balance over a day/week.
- Justify a group-preserving swap and explain a limitation of the model.
- 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 6; do not start the workshop early.

Source and revision

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

Source path: [Science_Teesside/Build/SCI_B_W6_Balanced_Plate.html](#)

Source file Git blob: [186a497288fca4483f58539306d07e5a12d7d819](#)

Current source link (mutable): https://github.com/MattRoper1977/Lessons/blob/main/Science_Teesside/Build/SCI_B_W6_Balanced_Plate.html

Document revision: 2026-09-06

Uploaded supporting sources

- White Rose Education, Year 3 Autumn Block 3 (2024): Nutrition and diet, steps 1-4, including Balanced diets and Compare diets. Original teaching models follow current website safeguards and NHS Eatwell grouping; no publisher slide/media copied.

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.
- Five broad Eatwell groups are used consistently. Uploaded source's alternative labels are not copied where they differ from the current accepted website/NHS grouping.