



Food-jobs evidence mission

Autumn 1 · Week 5 · Lesson B · 40 minutes

Learning objective

Use food information to revise fictional menu models, explaining nutrient jobs and why one food cannot meet every need.

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
0–32	Independent Work	32
32–36	Lundy Loop	4
36–40	Exit Ticket	4

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: Food-jobs evidence mission · 0 minutes

Wednesday P2, 10:10-10:50. Reference screen only; start the 32-minute workshop immediately. No additional starter or lesson time.

Slide 2: Retrieve the food-job cards · 4 minutes

Four-minute preparation. Six revisit foods: bread, potato, beans, lentils, carrot, apple; water card. Adult can read or cut. No real food, personal meal reporting or portion calculations.

Slide 3: Case 1: only bread and water · 5 minutes

First five minutes of source 20-minute investigation. Bread provides starchy carbohydrate and other nutrients; water has transport/temperature roles but no food energy. The fictional model is limited in range. Do not call a child's lunch bad; discuss only this constructed case.

Slide 4: Add variety and give evidence · 5 minutes

Next five minutes. Example add beans/lentils for protein growth/repair and carrot/apple for vitamins/minerals/fibre. Multiple valid sets; no prescribed personal meal plan or exact portions. A food may supply several nutrients.

Slide 5: Case 2: change the protein source · 5 minutes

Next five minutes. Beans or lentils can replace the meat as a protein source in this simplified model. Rice and vegetables remain. No requirement to disclose beliefs, religion or diet; fictitious requirement suffices.



TEACHING SEQUENCE / CONTINUED

Guide the lesson - continued

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

Slide 6: Compare two workable choices · 5 minutes

Final five minutes of 20-minute phase. Both supply protein and additional nutrients. Pupils can point to information table or dictate. Do not claim exact nutritional equivalence per gram or that one model covers all bodily needs.

Slide 7: Pause: check the reason · 2 minutes

Two-minute check within source workshop. Preference may be valid in life, but this task's evidence must connect food and body function. Keep original choice even if reason needs revision.

Slide 8: Improve one choice or explanation · 6 minutes

Source final six minutes includes revision and tidy. Example vague "healthy" becomes "lentils provide protein for growth and repair." Pupil can dictate exact meaning. Retain both versions; no photographs/public sharing required.

Slide 9: Your voice can change the lesson · 4 minutes

Four minutes within the source lesson. Receive an actual observation or access request; do not force a peer audience. Name what can change now, make the change where possible and check whether it helped. The adult receives and names back the science shown as well as access feedback.

Slide 10: Explain a food job · 4 minutes

Answers in teacher notes: food gives energy and nutrients for growth/repair and body functions; variety supplies a wider range of nutrients; beans/lentils provide protein plus carbohydrate/fibre. Water essential but no food energy. Accept evidence-linked speech/sign/pointing and record support.

**TEACHER ANSWERS**

Worked answers and expected evidence

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

1. Read the evidence

Reference matches current source. Several functions can overlap. Do not claim each food supplies all nutrients.

2. Improve the bread-and-water model

Example beans/lentils add protein; carrot/apple add varied vitamins/minerals/fibre. Many valid additions. No model proportions or quantities supplied; cannot establish a complete real-person meal plan.

3. Make the second model meat-free

Beans and lentils are two possible protein-source replacements. They also provide other nutrients. Do not treat nutrient amounts as exactly identical or require personal diet explanation.

4. Revise and explain

Look for a specific nutrient/function explanation. Variety supports multiple body needs. Changes may improve explanation without changing the food choice. Adult notes access feedback separately without requiring disclosure.

Misconceptions and corrections

- A food is only energy or only protein: nutrient contributions overlap.
- A meat-free model has no protein: beans/lentils can supply it.
- A card model is an individual diet prescription: it is a limited concept model.



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

- Choose two cards with adult-read evidence and point to a reason; direct one revision.
- Build both fictional cases and explain two food jobs and a revision.
- Compare alternatives and explain why one food or one model cannot cover every need.
- 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: workshop 32, pupil feedback 4, exit 4. Record one next teaching step based on the actual response.

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.