

**THE WINTERTON FEDERATION MEDIUM TERM PLAN SCIENCE Autumn 2 YEAR 2**

Little Master-chefs	Learning Objective	Activity – Switched On Science	STEM Activities	Success Criteria
<b>Session 1</b>	Find out about, and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	<p>Ask – What do humans need to survive? Link their ideas to the fact that they are animals, and other animals like reptiles, birds, fish, amphibians, invertebrates and mammals all need water, food and air to live. Some might suggest things like friends, family etc. and whilst biologically these are not essentials for life, they are very important; discuss the differences.</p> <p>Ask – What do you know about chefs? Talk about kitchen utensils. Get them to think of not only cooking but health, healthy foods, hygiene, leading and working in a team. Use PPT to consider rules for working with food in the kitchen. Make a chef’s hat.</p> <p>Look at a range of materials used to make kitchen utensils and consider the materials used.</p> <p>Sort the utensils according to the materials used or the jobs they do e.g. chop, whisk etc.</p>		<p><b>I know a cook needs to think of healthy food and be hygienic</b></p> <p><b>I know how hygiene prevents germs from spreading</b></p> <p><b>I can classify kitchen utensils</b></p>
<b>Session 2</b>	Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.	Explain that we need to put the shopping away in the right place. Where possible use real food, although obviously some will have to be empty containers or fake food. Create a ‘pretend’ freezer, fridge and cupboard for children to put the food into, or sort and place on large pictures of each. PPT 9. Ask why different foods are place in different places, especially the fridge or freezer. Focus on the understanding that some food needs to be kept cool or frozen to keep the food		<p>I know why food needs to be stored in different places.</p> <p>I can classify foods using criteria</p> <p>I know how different foods are good for the body</p>

		<p>fresh so that it does not begin to 'go off' which if eaten could make someone ill. Ask if they have seen food that has started to 'go off' or rot, e.g. mouldy cheese, meat where the colour has changed or it smells bad. Discuss choices, asking them to explain their reasons and helping them to think about whether a food has been put in the wrong place.</p> <p>Explain that we all need food that helps us to grow and stay healthy. They are foods that: give us energy such as bread, rice, pasta, cereals and potatoes, but not so much of chocolate, cakes and crisps. help the body to grow and mend itself, such as meat, fish, nuts and eggs help the body to grow and keep bones strong. Milk, cheese and yoghurt are good for our eyes, blood and helps us to digest food and go to the toilet. Why do we need to drink water - like all animals, we need water to stay alive. This is because: our blood is mainly water water gets rid of waste products out of our kidneys and livers it lubricates (oils) our joints it keeps our eyes, mouths and nose tissues moist it helps to keep our temperature the same. What children should know is that as soon as they feel thirsty, it means that they are already beginning to dehydrate (dry out) and they should have a drink as soon as possible. This time sort the shopping into food groups— 'Give us energy', 'Help the body to grow and mend itself', 'Help the body to grow and keep bones strong', 'Good for eyes, blood and helps us digest food and go to the toilet'.</p> <p>Discuss and ask them to think about which types of food they eat a lot of and which foods they should eat more to help them stay healthy.</p>		
<b>Session</b>	Describe the	This activity gets the children to create		I can begin to explain why I have

3	importance for humans of exercise, eating the right amounts of different types of food and hygiene.	their own salad. Either give them a recipe to follow or a choice of ingredients to create a salad. Talk about how just eating salad might not be balanced, and extend children's understanding of different food groups by introducing, e.g., cheese which is good for bones, the memory and the heart. Finally the children should decide how to keep their salad fresh for their picnic. Then move onto to discuss ingredients for a pizza topping – why are these important for the body? What food groups do they fit into? How will you keep your pizza fresh for the picnic?		chosen certain foods I can explain how certain foods help to keep people healthy
<b>Session 4</b>	Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.	Discuss why bread is a good thing to eat (as with all foods in moderation), how does it help to keep our body healthy? Discuss different breads and scaffold language and questions. Arrange a bread tasting session, offering children 1cm – 2 cm cubes of bread to try. As children try each type of bread, they complete Activity Resource 6.3: Tasting Breads, where they use their senses to explore each bread and record their observations. Which bread do children already know? What have children found out about bread? Which is their favourite new bread? What do they like about that bread? What kind of food do they think would go well with different kinds of bread? Which bread will they choose for their sandwich? What would they use to make a healthy sandwich?		I understand it is important to eat all foods in moderation I can classify breads according to given criteria
<b>Session 5</b>	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick,	Work in pairs or small groups and share their ideas about what happens to bread if it is left out and how they could keep their bread fresh for the picnic. Give children a choice of wrappings and challenge them to plan a simple test to find out which one keeps bread fresh the longest. You could use a paper bag, plastic bag, greaseproof paper and aluminium		I can carry out a comparative test between two types of wrappers. I can, carry out a test and use their observations to answer the question. I can use my results to suggest, with reasons, why one wrapper is better than another.

	rock, paper and cardboard for particular uses.	foil and no wrapping at all. Think about: What do we want to find out? What do we think we will do? What will we need? How will we keep it fair? (if children are at this stage?) What should we measure? How will we record what happens? What is the answer to our question? How will we tell other people what we did and what we found out		
<b>Session 6</b>	Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.	Give a small pot of fruit and allow them to taste, Choose a five-piece rainbow fruit salad to take on their picnic. Use PowerPoint Slide 16 to show how they could make a Rainbow Fruit Kebab Discuss the foods they have tasted and talk about how different fruits help them e.g. kiwis help us to fight infection so do strawberries which also help to keep our hearts healthy. OR Create a healthy sandwich using the bread they chose from previous sessions. Discuss how they could keep the sandwich fresh.		I know why different fruits are healthy I can explain about the specific health benefits of fruit I can say how I have worked hygienically