



Subject: Science – Little Master Chef

Year Group: 1 / 2

Term: Autumn

	What? <i>Learning Challenge Skill Taught</i>	How? <i>Teaching Activities and Differentiation</i>
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Session 1

Question:
What do humans need to survive?

Objectives:
-Know what we need to survive

What do we need to survive?

- What do we need to survive? Children to discuss together.
- Use sorting cards and sorting circles to sort picture cards into things we need to survive and things we don't need but are nice to have.
- **Take out 'home / sunshine / bed' so as not to confuse children. The main focus is 'air / food / water' for today.**
- Talk about why air / food / water are important for us to survive.
- Show the twinkl video 'Quick facts: what we need for survival' to summarise.

Activity:

Year 2

Make a poster to show the things we need to survive and write a sentence to why each of these things are important.

Year 1

Cut and stick pictures of the things they need to survive and label each one. HA /MA : write a sentence to say why one of these is important. Eg: We need water.....

<p style="text-align: center;">Session 2</p>	<p>Question: What do we need to eat and drink well?</p> <p>Objectives: -Identify and classify foods - Explain the importance of eating the right about of different types of food.</p>	<ul style="list-style-type: none"> • Look at different types of food from different food groups. (If possible, ‘real’ foods would be the best ones to use but I have put some pictures into the resources for this week if they are needed.) • What do you know about these foods? • Children to sort food into groups. • Encourage children to think of groups themselves first eg: colour, shape, where they are stored. • Then re-group them according to why they are important to us eg: give us energy (carbohydrates), help us grow (protein), keep bones / teeth strong (dairy), provide essential vitamins and minerals to keep us healthy(fruit and vegetables) keep us warm, help our brains (fat) <p>Activity: Year 1 – work as a group to sort foods and take photo evidence. These can be sorted into food groups or groups chosen by the children eg: where they keep them etc. HA children to draw a picture of some food from a food group in their book and complete sentence ‘ _____ helps us to _____’</p> <p>Year 2 – sort pictures into the correct groups on the sheet. Use the food group posters to support children. Write a sentence to say why one of the food groups is important.</p>
<p style="text-align: center;">Session 3</p>	<p>Question: Could you design a chef’s hat?</p> <p>Objectives: -Test different materials to investigate their properties. -Find suitable materials for a purpose.</p>	<ul style="list-style-type: none"> • Display a picture of a chef and talk about his job. • Link to previous learning about foods that we need to eat well. • Explain that we are going to be chef’s ourselves and design a healthy sandwich next lesson. • Talk about why a chef wears a hat, discussing health and hygiene. • Talk about what properties a chef’s hat would need to have eg: stand up tall, withstand some water droplets, • Show three different types of material that a chef’s hat could be made from. Explain that children are going to work in three groups to design and make a chef’s hat from one of these materials. • Explain that the top of the hat is tissues / crepe paper to make hat less heavy but we need to decide on the material to make the band from .

		<p>Activity: Children to work in mixed ability groups with T support. Together, complete a planning sheet to make a simple prediction about the material they are going to use. Design and make a hat from the material provided and test it for strength and durability. Y2 children to write their own conclusions for the experiment.</p> <p>Group 1- material Group 2- tissue paper Group 3 - card</p> <p>Other children to take part in CP activities around the classroom.</p>
Session 4	<p>Question: Could design and make a healthy sandwich?</p> <p>Objectives: -Say which food groups they have chosen and why.</p>	<ul style="list-style-type: none"> • Recap on food groups from lesson 2. • Explain that today they are using this knowledge to design a healthy sandwich. • Look at the different food groups and suggest ways that a sandwich could be made to include as many as possible. <p>Activity: Children to all design a healthy sandwich and make a list of ingredients. Year 2 children to give three reasons for why they have chosen their ingredients. Eg: Cheese gives us strong bones and teeth.</p> <p>Children to make their sandwich in small groups, working with a TA. This will be done over 2 / 3 days.</p>
Session 6	Assessment	