

living-things

What do we need to grow well?

Lesson at a glance

Open by asking what bodies already needed this morning — water, food, sleep, a warm coat, a hug. Name need versus want, then groups sort nine picture cards into two hoops. Drive four school-day cards on the sorting-tree interactive and build a class chart of the six needs (food, water, air, sleep, warmth, care). Pupils draw or write two needs and two wants in the Investigation Journal, then partner-talk how food gives energy to play and learn.

Learning objectives

- Sort everyday examples into things people need and things people want
- Name food, water, air, sleep, warmth and care as things that help people grow well

Before the bell – prep

Print one full needs-and-wants card set per group the day before and set two hoops or labelled mats ready. Clear wall or IWB space for the six-needs chart. Have the sorting-tree interactive loaded with the four school-day cards before the bell.

Materials

Item	Qty	Per	Source	Low-cost substitute
needs and wants picture cards (water, dinner, sleep, warm coat, care, air, sweets, toy, screen game)	1	group	provided printable	simple hand-drawn icons on sticky notes or scrap card
sorting hoops or labelled sorting mats (need / want)	2	group	classroom	two sheets of paper labelled need and want
Investigation Journal page	1	pupil	provided printable	a plain page folded into need and want halves
wall or noticeboard space for the class growing chart	1	class	classroom	IWB list titled things that help us grow

Safety watch-point

Wash hands if sticky labels were used when tidying cards and hoops.

**Teaching moves**

- **Needs and wants:** Keep the board to the short need/want lines only. Model the think-aloud once: wonder about a teddy, check it against food, water, air, sleep, warmth and care, then name it a want and a warm jumper a need on a cold day.
- **Sort needs and wants:** Circulate and ask why each card landed where it did. If food sits in wants, ask what the body uses dinner for and name energy for running and thinking. Keep talk gentle — never rank anyone's lunch or home.
- **School-day cards and our growing chart:** Cap the four-card interactive sort at about four minutes. Fold the class in: if one pair answers, ask another whether they agree. Only then pin or list the six needs as pupils name them — do not open journals until food, water, air, sleep, warmth and care are all visible.
- **Record needs and wants:** Point to the finished chart as the only source for needs; wants must be nice extras not on the chart. Offer oral starters if a child freezes: water and a toy, or sleep and sweets. Prompt: which chart items do you use at home every day?
- **Food gives us energy:** One to two minutes partner talk, then take two or three class voices only. Say aloud: breakfast helps legs run in the yard and brains think in class. Keep food talk on energy for play and growth — no calorie language.

What it should show

Most groups place water, dinner, sleep, warm coat, hug/care and fresh air in needs, and sweets, toy and screen game in wants. On the board sort, expect water after PE and school jumper as needs; library book and birthday balloon as wants. A jumper called 'only a rule' needs revoicing as warmth. Good journal work shows two chart needs and two off-chart wants, drawn or written simply.

Misconceptions & interventions

- **Every favourite thing is a need — 'I need sweets because I love them.'** — Gently revoice: needs keep us growing and well; wants are extras we like. Hold up the sweets card and ask whether a body can still grow without it.
- **A school jumper is only a rule, not a real need.** — Revoice: clothes keep us warm, and warmth is one of our six needs. Point to warmth on the growing chart once it is built.
- **A library book is a need because learning matters.** — Agree books help learning, then ask whether the body must have that book to grow and stay healthy. Sort it as a want and keep needs tied to the six body needs.

Differentiation

Emerging	Developing	Proficient
• Start the group with four clear cards only (water, sleep, sweets, toy) and sit with them for the first sorts. • Offer oral starters for the journal: water (need) and a toy (want).	• Give the full nine-card set and ask why each card went where as you circulate.	• Ask them to explain one tricky card (jumper, care hug, or library book) to the class using the grow-well question.

Cross-curricular hook

Links to SPHE on looking after our bodies and to oral language when pairs justify each sort.