

living-things

Food gives us energy to grow

Lesson at a glance

Open by asking what keeps pupils going through a school day — running, listening, thinking — and take a few quick ideas. Name energy as the go-power food gives, then introduce the five needs. Groups place activity cards on a food-energy mat and say why each job needs fuel, including quiet ones like reading. Act out running, thinking and playing, then build a class poster of food, water, air, sleep and care. Record food plus one other need in the Investigation Journal.

Learning objectives

- Identify food as a source of energy for growing, playing and thinking
- Name basic human needs that help us grow and thrive (food, water, air, sleep, care)

Before the bell – prep

Print one set of the eight activity cards and five needs cards per group the day before. Cut a large mat or hoop label per group reading Food gives me energy for this. Stick poster paper titled What we need to grow and stay well on the board before the bell.

Materials

Item	Qty	Per	Source	Low-cost substitute
activity picture cards (running, reading, football, thinking, climbing, drawing, skipping, listening)	1	group	provided printable	eight sticky notes with the activity names written on them
needs picture cards (food, water, air, sleep, care)	1	class	provided printable	five large sticky notes with the need names and a simple sketch
poster sheet for the class needs poster	1	class	classroom	use a clear section of whiteboard or noticeboard space instead of a sheet
markers	1	class	classroom	write straight onto the poster or board
sorting mat or hoop label (Food gives me energy for this)	1	group	classroom	a sheet of A3 paper with the label written at the top
Investigation Journal page	1	pupil	classroom	a plain page with space to name needs and write or draw why each helps
pencils	1	pupil	classroom	crayons or markers

Safety watch-point

During Act out the energy, pupils stay in their own space — march on the spot only; no racing across the room.

Teaching moves

- **Getting Started:** Stand at the board and invite three or four quick ideas only — food, sleep, water, rest or play are all fine. Tie talk to the day they just lived (yard run, carpet listening). Keep activity and needs cards nearby but unhandled.
- **Food gives us energy:** Work the board text aloud in order: define energy, take two or three answers, define needs, name the five together. Model the wonder–predict–think stem out loud. Head off the idea that only sporty jobs need energy by asking whether the brain needs fuel when sitting still.
- **Where food energy helps:** Model Card 4 (Thinking) with the whole class — place it on the mat and say even sitting still needs fuel. Groups then place cards one at a time and justify. Circulate; if a quiet job is set aside, ask Does your body still need fuel when you are reading? Aim for at least three justified cards including one quiet job; drop the class share first if time is tight.
- **Act out the energy:** Keep movements small: march on the spot, tap temples, clap a quiet rhythm — about 10 seconds each, then freeze. After each freeze take two partner whispers about when food helped them feel ready today. Revoice food fuels body and brain; do not rank foods or invent special snacks.
- **Needs to grow and stay well:** Reveal one needs card at a time, take one short answer, stick it, and write a brief phrase under it yourself. Spend a little more talk on food and sleep; keep water, air and care to one crisp reason each so all five stay visible in six minutes.
- **Record in your journal:** Keep the poster and the stem ... helps me grow because... visible. Circulate prompting Name the need. Why does it help? Minimum product is food plus one other need, each with a short reason — drawing plus a few words is fine. Fast finishers add a third need on paper, not a device task.
- **What keeps us going:** Take three partner shares and revoice the two big ideas. Exit check: point to the poster and have half the class mime the need you name, then swap. Tidy cards; leave the poster up if you can for later living-things lessons.

What it should show

Most 2nd-class pupils will name food as fuel for body and brain and accept that quiet jobs (reading, listening, thinking) need energy too. On the poster they should place all five needs — food, water, air, sleep, care — with one short reason each. Journal pages typically show food plus sleep or water with a simple because phrase. If a group sets quiet cards aside, they have not yet grasped that thinking uses fuel — re-model Card 4.



Lesson 4

Misconceptions & interventions

- **Only running, football and climbing need energy — reading and listening do not.** — Hold up the Thinking or Listening card, place it on the food-energy mat yourself, and ask Does your brain need fuel when you sit still? Revoice: quiet jobs count too.
- **Sleep and care are extras, not real needs like food and water.** — When the Sleep and Care cards go on the poster, ask what the body does at night and who keeps us safe and calm. Say all five work together to help us grow and stay well.

Differentiation

Emerging	Developing	Proficient
• Offer the board stems Food gives me energy to... and ... helps me grow because...; accept drawing plus a few words for food and one other need.	• Prompt groups to justify at least one quiet job card in a full sentence and name whether the job needs a lot of energy or a little, still keeping food as the source.	• Fast finishers add a third need on the journal page or draw a small picture beside one row; invite them to say how two needs work together through a school day.

Cross-curricular hook

Links to SPHE healthy-living talk and oral English — pupils practise the stem ... helps me grow because... in short partner shares.

