

Pioneer Federation
Medium term plan
Cycle 1, Term 2
Science



Subject: Science Animals including humans (Human Body focus- split over two terms. This term focusing on healthy eating, exercise, hygiene)

Key Concept/ Theme: *keeping healthy, nutrition, exercise and hygiene.*

Prior Learning links:

Year 2 will have learnt in previous Animals including humans unit:

- Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, and including pets).
- Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense.

They will be able to apply this knowledge to the two parts of this unit.

Year 1 will have looked at self-care, labelling body parts and identifying some changes.

Vocabulary:

- Hygiene – clean, wash, germs
- Foods – healthy, grow, strong, energy
- Balanced diet.
- Life processes – growth, nutrition (feeding), respiration (breathing is part of this)
- Recording, observing, sorting, classifying

School specific areas to cover (where applicable):

Individual schools to use appropriate outside areas for exercise and encourage them to use these areas during physical play whilst understanding their bodies.

Use of individual school vegetable patch growing areas if available for food tasting and knowledge of what grows at this time- linking in with prior knowledge of seasons.

1.

Deeper learning question:

 How are animals needs different?






Prior learning reconnection (year group, cycle & term): Link to PE sessions. Year 1 focus Cycle 1 when learning about he needs of animals.

LO: Let's learn about what a human needs to survive.

Activity: What is a healthy lifestyle? Link to basic needs of animals. Children to then reflect what the basic needs are of humans. Draw around a human outline and in groups draw what they need to survive.

Future learning links: Children to apply this knowledge to learning the second part of this unit this year. Also apply understanding to knowledge of living things/habitats

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2.	<p>Deeper learning question:</p> <p> Why do humans need different types of food?</p> <p>Reconnection: Name the things a human and animals need to survive.</p> <p>LO: Let's learn about a healthy diet.</p> <p>Enquiry focus: sorting and classifying</p> <p>Activity: Sorting foods into 3 colours to show how often we should eat them, designing a healthy packed lunch.</p>
3	<p>Deeper learning question:</p> <p> Why do humans keep themselves clean?</p> <p>Reconnection: sort the food into green, orange and red groups</p> <p>LO: Let's learn about how to keep ourselves clean.</p> <p>Enquiry focus: recording</p> <p>Activity: 2 Activities- Tally chart of how often we clean ourselves in a day: brush teeth, shower, bath, wash hands... Why should we wash our hands before cooking/eating? Glitter game to show how far germs can spread.</p>
4	<p>Deeper learning question:</p> <p> Why should we have a balanced diet?</p> <p>Reconnection: look at how to keep themselves and why they will need to have clean hands today.</p> <p>LO: Let's learn how to make healthy food choices.</p> <p>Activity: make a healthy lunch option, children to design own version choosing healthy options.</p>
5	<p>Deeper learning question:</p> <p> Why does our body change when we exercise?</p> <p>Reconnection: Link healthy diets to healthy choices and exercise.</p> <p>LO: Let's learn what happens to our body when we exercise and why. Let's record our observations.</p> <p>Enquiry focus: recording and observing</p> <p>Activity: what happens when you exercise? Children to take part in an aerobic dance exercise. Children to draw on their body where the change occurs and talk about why this happens. Find out about Ade Adepitan/Kadeena Cox- links to reading comprehensions. Does all of your body need to be fully mobile to be able to exercise and stay healthy?</p>
6	<p>Deeper learning question:</p> <p> Why does our breathing change when we exercise?</p> <p>Reconnection: Look at the children's drawings from last week and describe the changes with exercise.</p> <p>LO: Let's record the changes in our breathing when we exercise.</p>

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	Enquiry focus: observing and recording Activity: exercise investigation- children to find out how many breaths per activity and record on table.
7	End of unit quiz: This will be the focus of this session as it will be the first time year 1 will have done this and will need to complete it in small groups- some scribed by adults.
End points: To plan healthy lunch and know hygiene rules for this. To know which foods make a balanced diet. To actively use handwashing at appropriate times in their school day. To understand the importance of exercise for health and lifestyle. To start to take responsibility during the school day for their healthy lifestyle.	