

<p>Knowledge Objectives: *Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (v.quick check!) *Describe the importance for humans of exercise, eating the right amounts of different types of food (nutrition) and hygiene.</p>		<p>Skills Objectives: *Perform a simple test (fair testing with Tchr input) *Use observations to suggest answers to questions. *Decide on own method for enquiry. *Describe the effects of changing things - impact of exercise on body.</p>			
<p>Prior Learning: Label body parts - head, hair, nose, mouth, ears, eyes, tongue, teeth, neck, back, stomach, hips, leg, knee, ankle, foot/feet, toe, arm, elbow, wrist, hand, finger, thumb. 5 senses labelled & investigated - touch, taste, tongue, sight, smell, hearing.</p>					
<p>Safety in Science/Risk Assessment - refer to the following Hampshire Safety cards in staff share - 3,4,6,7,10,11</p>					
<p>Key Vocabulary: Healthy/health, body parts as yr. 1 plus, thigh, calf, muscles, ribs, lungs, heart, forehead, skeleton, water, exercise, hygiene, germs, pulse, breathe, oxygen, food, nutrition, balanced diet, fruit, vegetables, carbohydrates/starchy food, proteins, dairy, high sugar/fat, Question, answer, observe, identify, classify, sort, measure, timer, compare, describe, explain, fair test, predict, tally, data, select.</p>					
<p>Activities/Learning Journey: Building Block Topic</p>					
<p>1. Introduce knowledge of a balanced diet. Use Eat well plate (in file) to look at food groups, their names and sorts of food that belong in each group. PP stop at slide 13! As a class sort a shopping bag into food groups - fruit/veg, proteins (meat, fish, eggs, pulses), dairy (milk, cheese, yogurt), high fat/sugar, starchy food/carbohydrates (potatoes, pasta, rice, cereal). Using hoops, sort and post on Seesaw. Chn could draw it if time allows. Children could sort foods at home? Bring in packaging for display?</p>	<p>2. Healthy Shopping Bag! Apply knowledge from previous session to create a healthy shopping basket for a fairy tale character. Revisit PP to end. What should she have in her basket? Which food groups should she have more/less of? Make sure it's balanced. Record individually. Draw food and label with name and the food group they belong to. Add explanation to show understanding of why things are in the bag.</p>	<p>3. Importance of Exercise. Intro/discuss the importance of exercise to keep us healthy. Why is this important? What sorts of exercise do we do? Create a class tally chart/block graph? Which day do we do more exercise on? What affects does exercise have on our body? Discuss during a PE session. Think about how we look and feel before & after exercise. Why is this? Give simple facts to explain.</p>	<p>4a. Importance of good hygiene. Intro/discuss good hygiene. What is this? Washing hands regularly, short nails, bathing, showering, clean hair, brush teeth regularly, clean clothes (esp. underwear!), and using tissues to catch germs. Can we make up a rhyme? Draw/label a picture? To help us remember and share good hygiene messages</p>	<p>4b. If time?? Carry out investigation: What is the most suitable cleaning product/method to get gravy out of our school t-shirts? How can we answer this? Plan/discuss a fair test with support. What can we change? It could be the method used (soak, rub, scrub, swirl) or the cleaning product. What can you measure? How can we record results? Focus on predicting and planning test rather than explaining results. Work in 3s?</p>	<p>5. End of unit assessment (see below) Receive a letter from BBW. He is often unwell and poorly so has no energy to chase and scare pigs! What advice can you give him? Choose own format.....poster, instructions, letter, leaflet, labelled diagrams, cartoon, etc. Ensure include all things learnt about this unit.</p>
<p>GDS/Challenges: Demand more detail in explanations (cause & effect) and the use of correct scientific vocab. If carrying out investigation in 4b - Work GDS children in groups of 3 together so they can question and support each other. Encourage independent decision making and planning for investigations, pushing them to understanding the need for a fair test.</p>					
<p>Key outcome/Assessment Opportunity: See session 5.</p>					