

**THE WINTERTON FEDERATION MEDIUM TERM PLAN SCIENCE Autumn 1 YEAR 2**

<b>Healthy Me</b>	<b>Learning Objective</b>	<b>Activity – Switched On Science</b>	<b>STEM Activities</b>	<b>Success Criteria</b>
<b>Session 1</b>	Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	Use these questions to develop research skills and speaking and listening: What do you think would happen if you never did any exercise? How could you help other people in your family be healthier? Why do you think sleep is good for your health? We need to take care of our body and our minds (PSHE) The focus is encouraging children to share the things that make them happy and children could decide how to communicate in different ways, such as: ‘Happiness’ picture book ‘Happy Me’ video ‘. Ask - think about what makes people happy and list ideas so that children can choose which aspects they want to share. Things that I like about myself. Things that I think I do well. Things that I would like to get better at doing. Things that I like to do to cheer myself up. How I help myself when I am sad, angry, nervous, frustrated. What I like to do with my friends. Who I can talk with if I am sad or worried. Why do you think exercise is important? Collect ideas. At the end of the discussion there are four key points to pull together with the children. Exercise: 1. Keeps our hearts healthy – when we exercise we ‘give our hearts a work out’. 2. Strengthens our muscles in different parts of the body. 3. Helps to keep us flexible (supple). 4. Make us feel good		I know that being happy is important to how I feel. I know that the body needs water, food etc. and that being happy is also important to being well. I know how different things e.g. skipping, helps the body
<b>Session 2</b>	Describe the importance for humans of exercise, eating the right amounts of different types of	Arrange a series of carousel activities as part of a PE lesson. Complete a record sheet and discuss what happens to your body as a result of the exercise challenges. Think about the muscles used for each activity and which part of the body was being kept supple(flexible)		<b>I know how exercise affects different parts of the body</b> <b>I can make observations and record data</b> <b>I understand that exercise helps keep me and others healthy</b>

	food, and hygiene.	Create an activity or fitness video for another year group identifying the effect of the exercises on the body.		
<b>Session 3</b>	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Ask why cycling is good exercise. Explore some helmets to find out as much as they can about them. They could look for:- shape, materials used, padding, whether materials are hard or soft. What they have learned about cycle helmets, e.g. shape, names of materials, why those materials are used why helmets are important to wear, and how they protect people. Activity 6 – using a variety of materials to make a crash helmet for an egg. Demonstrate what happens to the egg when it is dropped. Carry out the tests and conclude which material made the helmet which protected the egg.		<b>I can name materials and say why they have been used</b> <b>I can make and test a helmet and link the use of material to my results.</b>
<b>Session 4</b>	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Put out a selection of foods for groups to explore using senses, including to taste e.g. some fruits. Discuss the foods with their group, and talk about, e.g.: Which of the foods they like / dislike? Which of the foods they have never tried? Which foods are very healthy and those that are less healthy? Think about why food is important to humans and take ideas. Focus that humans need food to: live grow stay healthy be active. Ask children to think about what it is like when they have not eaten for a while, e.g., at the end of the morning before lunch or when they get home from school. How do they feel? Some children might say: hungry, their stomach rumbles, tired, thirsty or they don't feel like working. Ask them to compare this with how they feel after they have had food.		I can sort foods into their own criteria, and know that they need food to live, grow, be active and stay healthy.  I know that humans need food to live, grow, be active and stay healthy

		<p>Activity 2 – classify foods into groups such as healthy/not healthy; sugar/not sugary etc. Show children a can of cola, then put 12 sugar cubes or a pile of 12 teaspoons of sugar by the side of it. Ask children what they think and help them to compare one can of cola with the idea that children should have no more than four or five sugar cubes a day.</p>		
<b>Session 5</b>	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	<p>Use PPT Slide 14 to discuss healthy and less healthy foods. Discuss about eating between meals, or ‘snacking’. What do they snack on? Which is their favourite snack? Leave out pictures of different snacks or the snacks themselves, and an outline of a pictograph. The children choose their favourite snack and colour or place a sticker on the pictograph. Use PPT Slide 15 which vegetables can they identify and name; which ones they eat with meals, and if they eat any as snacks. Show a range of snacks. Return to sugar activity, and place the equivalent sugar cubes next to sweets and biscuits, and salt next to crisps, to help remind them that they should only have a certain amount of sugar per day. Show different foods and decide which ones would be a healthy swap. Introduce alternative snacks to biscuits, crisps and sweets by making a fruit kebab. Prepare fruit by cutting it into chunks, e.g. melon, apple, pineapple, strawberries etc. If children are unsure of a fruit let them taste first before putting it onto wooden skewer. Maybe ask school cook to come and teach how to do this; re-inforce basic hygiene rules. As children choose their fruit ask them to name each one and say why a fruit kebab is a better snack than sweets, crisps or biscuits.</p>		<p>I know which snacks are healthy. I understand that I should have healthy snacks more often. I can follow instructions on how to place personal data on a pictograph.</p>
<b>Session 6</b>	Describe the importance for humans of exercise,	Show PPT 19. Discuss the slide and the issues of being hygienic and also how germs are spread. Also use Slides 20 and 21 support this		<p>I know why I need to wash my hands to stop germs spreading. I can use the results from the</p>

	<p>eating the right amounts of different types of food, and hygiene.</p>	<p>activity. Give a plant water spray (they are very cheap and one spray between three or four children is great – you can have a mass sneeze!) Working out in school grounds, observe what happens when they ‘sneeze’. Use the word ‘sneeze’ rather than ‘spray’, since the spray is being used to model the sneeze. Be prepared to have buckets of water so children can refill. Encourage them to make appropriate noises (e.g. sneezes). Ask children to think about and share their observations. Ask how they might prove how far a sneeze travels:- Putting paint in the spray and ‘sneezing’ onto a wall or a piece of paper to show where the ‘sneeze’ goes. One child wearing a waterproof tabard to be ‘sneezed’ on and children measure how far away a ‘sneeze’ travels and still can infect the person. At the end ask children to talk in their groups and decide what three important things they have learned from this activity about sneezing</p> <p><b><u>IMPORTANT – Not to do this activity during Coronavirus</u></b></p>		<p>activity to help explain how germs spread I understand what I can do to prevent germs being spread</p>
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