|  |
| --- |
| Subject: Science year A Phase 1 – Humans and Evolution ( Unit 1 of 6)  NC/PoS:   * Explore the natural world around them, making observations and drawing pictures of animals and plants * Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class * Understand some important processes and changes in the natural world around them, including the seasons * Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. * Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. |
| Prior Learning (what pupils already know and can do).  Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping & hygiene can contribute to good health. Describe what they see, hear & feel. Be able to show care and concern for living things § Know the effects exercise has on their bodies |
| End Goals (what pupils MUST know and remember)   * Know five of the senses are associated with the following: hands-touch; nose-smell; mouth-taste; eyes-see and ears-hear * Know basic body parts * Know all humans, need food, water, air, and shelter * Know humans, need to stay fit by eating sensibly and taking regular exercise * Know all humans, need to eat a balanced diet * Know humans are hygienic to stop the spread of germs * Understand how to look after ourselves – Tooth brushing * Have some understanding of growth and change. |
| Key Vocabulary: food, water, air, balanced diet, sleep, exercise, hygiene, germs, physical head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, ankle, tongue, shoulder, stomach, legs, arms, head, knees, elbow. nose, sense, smell, sight, touch, taste, hear. food groups, fruits and vegetables, carbohydrates, proteins, dairy, fats, balanced diet, water |
| Session 1: review prior learning  Can the children name the 5 senses? What parts of the body do they use for the senses? |
| Session 2: Recap: name the senses  LO: to identify and name parts of the body  <https://www.youtube.com/watch?v=BwHMMZQGFoM>, parts of the body song  Play ‘Simple Simon says…’ with teacher, then in pairs  Using labels on the table, in small groups place in the correct place  Children draw a simple body of themselves and label the parts  Vocabulary: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, ankle, tongue, shoulder, stomach, nose |
| Session 3: Recap: play ‘Simple Simon says…  Lo: to observe the senses  <https://www.youtube.com/watch?v=291CIckZmdo> taste, touch, feel  Take the children outside to focus on their senses.  Using your sight what can you see…….  Using your hearing what can you hear… etc  Record what they sense  Vocabulary: sense, smell, sight, touch, taste, hear |
| Session 4: recap body parts using non-verbal direction e.g. point to elbow can the children call out the body part name?  Lo: to identify ways to keep the body healthy  <https://www.youtube.com/watch?v=sQN8HWl6Svk> from 1.34  <https://www.youtube.com/watch?v=UxnEuj1c0sw> includes hygiene  Get around one hour exercise every day  Sleep well. It is best to try and sleep for 8-10 hours at night.  Keep yourself as clean as possible. Wash your hands before eating and after using the toilet. Cover your mouth when you sneeze    Lo: to explore different types of activities and their affect on the body  Children can explore different physical activities and how it affects their bodies  Vocabulary: sleep, exercise, hygiene, germs, physical |
| Session 5: Recap the ways in which we keep he body healthy.  LO: identifying food groups to keep the body healthy <https://www.youtube.com/watch?v=sQN8HWl6Svk> up to 1.34   * Children record the different food groups and food which belongs in them * Design a healthy lunch box * N.B. Eat different foods, including fresh fruit and vegetables. Five portions of these per day is best! Drink 6-8 glasses of water every day   Vocabulary: food groups, fruits and vegetables, carbohydrates, proteins, dairy, fats, balanced diet, water |
| Session 6: Recap the food groups introduced in the last session.  L.O Recognise the importance of teeth brushing and basic hygiene  <https://www.youtube.com/watch?v=GHS27DHyIi0>  The importance of brushing our teeth for 2 minutes. The frequency of brushing (Brushing last thing at night and at least one other time during the day). Spit don’t rinse. The importance of having sugary foods and drink less often. Toothpaste has a special ingredient called fluoride, when we buy our toothpaste we need the fluoride content to be between 1350-1500ppm (parts per million).  When learning about how to brush, ask children to do an activity e.g. star jumps playing for 2 minutes to give children an idea of how long 2 minutes is. Establish that it is quite a long time.  Children to write a set of instructions on how to keep your teeth heathy.  Remind the children that we also need to keep germs away from other parts of the body too. Children to share ideas on what good hygiene looks like. Create a poster of the different ways to keep clean e.g washing hands after the toilet. Having regular baths or showers. |
| Session 7: Recap ways to keep our bodies healthy.  Lo: to identify the offspring of animals  Match photographs of adult animals with their offspring  All animals have offspring which grow into adults.  Vocabulary: offspring, adult, calf, cub, lamb, colt, chick, duckling, piglet, kid, kitten, puppy, kit, |
| Career links:  Dentist - https://www.youtube.com/watch?v=CIHc2B06PFc |
| Scientists who have helped develop understanding in this field: [Pierre Fauchard](https://en.wikipedia.org/wiki/Pierre_Fauchard) |