

**National Curriculum Objectives:**

- Notice that animals, including humans, have offspring which grow into adults
- 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

**Key Vocabulary:**

adult, develop, diet, exercise, germs, hygiene, lifecycle, nutrition, offspring, pulse, carbohydrates, fruits & vegetables, protein, fats, dairy, oils and fats,

**Lesson 1: Exercise**

**Enquiry Question – How does exercise affect my body?**

Ask the chn how we can stay healthy, discuss their ideas and then present the big question. Take the children outside and provide them with a range of different activities to do. Explain that before they start, they need to think how many times they could do the exercise in 1 minute. Then afterwards they should think about which body parts they used and how they felt e.g. hot, sweaty, tired. Chn to complete a table to show their results.

**Working Scientifically Skills:** Perform simple tests. Record measurements in a pre-prepared table.

**Key Knowledge:** Being active keeps our body and mind healthy.

**Lesson 2: Food Types**

**Identify & Classify**

**Enquiry Question – Which food is the best to eat?**

Explain to the chn that today they will be thinking about which food types are the best ones to eat to stay healthy. Chn to have pictures of different foods and they should sort them into different groups. Discuss groupings. Chn to sample different foods, discuss their taste, colour, do they know what the different foods are. Do they know why these foods are healthy? Discuss with the children which food they should eat more of and why.

**Working Scientifically Skills:** To use their experience of the world to suggest answers to questions.

**Key Knowledge:** To be healthy we should eat the right foods in the right amount. We need to eat a balanced diet.



**Lesson 4: Hygiene**

**Observation over time**

**Enquiry Question – Why is it important to wash our hands?**

Discuss germs with the children. Do they know what they are and why it is important to wash our hands?

Chn to carry out investigation to highlight the importance of hygiene and thorough hand washing.

Possible investigations:

Glitter

Bread

Children to write up the results of their investigation.

**Working Scientifically Skills:** To use practical resources to answer questions. Carry out simple tests and make observations over time.

**Key Knowledge:** To stop illnesses and infections spreading, we must be hygienic and keep ourselves clean. Hygiene is important for staying healthy.



**Lesson 5: Basic needs of animals**

**Research**

**Enquiry Question – What do animals need to survive?**

Visit the animals and discuss how we look after them. Ask the children what we need to do to make sure that they stay alive – food and water. Remind children that the animals need air to survive too. Look carefully at the animals' pens and ask the children why they need them. Could they survive without them? What would happen if the goats didn't have their shelter? Children to research how to look after an animal of their choice.

**Working Scientifically Skills:** To ask questions about what different animals need for survival.

**Key Knowledge:** Animals need air, water, food and shelter to survive.



**Lesson 3: Food Types**

**Enquiry Question – Can you design a healthy meal?**

Introduce the 5 food groups & explain that scientists put food into these groups because they give your body different things that it needs. Discuss the different groups. Have the five groups up around the room and show picture on the board. Chn to move to the correct word. Record any discussions the chn have about the different food groups. Chn to design a healthy meal. Discuss the size of the different groups and recap which foods we need to be eating more of to stay healthy.

Discussion with children throughout the week about healthy food choices they have made.

**Working Scientifically Skills:** To ask questions. To record their ideas using a labelled diagram.

**Key Knowledge:** To grow into healthy adults we need to eat the right foods in the right amounts.

**Lesson 6: Basic needs of animals**  
**Enquiry Question – What does a baby need to grow?**

Recap with the children the information they found out about how to look after different animals. Tell them today that they are going to be thinking about what humans need to survive. Show chn pictures of human baby, toddler, child, teenager and adult. Ask them to help label the different stages. Discuss the differences between them (as children) and the other stages in the human life cycle. How are you different from a toddler?

Encourage the chn to think about the different things that adults do to look after babies – food, water, air, shelter.

**Working Scientifically Skills:** To make observations about how different animals, including humans, grow.

**Key Knowledge:** All animals need air, water, food and shelter to survive.

**Prior learning:**

In year 1 the children learnt:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

**Future Learning:**

In Year 3 the children will learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food. They get nutrition from what they eat.
- Humans and some other animals have skeletons and muscles for support, protection and movement.

**Working Scientifically Skills:**

- Asking questions
- Making predictions
- Setting up tests
- Observing and measuring
- Recording data
- Interpreting and communicating results
- Evaluating

**Things to include each half term:**

1 x active learning

1 x outdoor science lesson

3 x experiments/investigations

1 x child-led investigation

3 x enquiry type lesson

**Science Display:**

Enquiry types

Photographs

Vocabulary

