

Topic:	Year group	Term
Humans	2	Autumn 2

Background knowledge

Children carry out a simple investigation to see whether different forms of exercise increase their heart rate. In Year 2, children do not need to find their pulse (heart rate) and count beats per minute. They can observe whether their heart rate has increased by either putting two fingers on their wrist near the thumb or using a flat palm on their chest.

Children identify foods that can contribute to an unhealthy diet if consumed too often. This includes foods that are high in fat, sugar or salt or provide little nutrition for the body. Children do not need to group food using the five food groups, as this concept is not introduced until Year 3. Children should be given plenty of opportunities to work practically to learn about different food types. They should be shown a wide range of food to help them understand what a healthy diet is and how to make healthy choices.

Children are introduced to the idea of germs through a simple practical task to help them understand that germs can be passed easily between people and surfaces if handwashing is not carried out regularly. Children should understand that some germs can cause illness.

Within this step, children undertake a short pattern seeking enquiry to investigate whether the oldest children have the most teeth. They should think of ways to answer the enquiry question as a whole group. They should make predictions to state whether they think there will be a pattern or not.

Common misconceptions

- Children may think that exercise has a negative effect on the body because it can leave you feeling breathless.
- Children may think that slower forms of exercise, such as yoga or walking, are not classified as exercise.
- Children may think that their heart is a "love heart" shape.
- Children may think eating an unhealthy diet has no impact on the body.
- Children may think that the food they enjoy is good for them regardless of fat or sugar content.
- Children may think that drinks have no effect on teeth or the body.
- Children may think that washing their hands with water alone is enough to remove germs.

- Children may think that their teeth only fall out if they are decaying. Baby teeth fall out naturally and are replaced with adult teeth.

What should I already know?

I can name a variety of animals including fish, amphibians, reptiles, birds and mammals.
 I can classify and name animals by what they eat (carnivore, herbivore and omnivore).
 I can sort animals into categories (including fish, amphibians, reptiles, birds and mammals).
 I can name the parts of the human body I can see.
 I can link the correct part of the human body to each sense.

National Curriculum Objectives / Key Skills	The Journey
• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <u>Working scientifically</u> • Observing closely, using simple equipment. • Identifying and classifying. • Gathering and recording data to help in answering questions. <u>Scientific Enquiry</u> 	1. Exercise 2. Food 3. Hygiene 4. Teeth

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Outcomes

Working towards: I can start to ask simple questions about how I keep healthy. I can start to describe what animals and humans need to survive. I can investigate with support why exercise, a balanced diet and good hygiene is important to keep healthy . I can describe the stages of a human life cycle and those of other animals. I can start to record my findings about exercise in a tally chart and pictogram.

Expected: I can ask simple questions about how I keep healthy and start to find ways to answer my questions. I can describe what animals and humans need to survive. I can investigate why exercise, a balanced diet and good hygiene is important to keep healthy giving reasons why. I can explain the stages of a human life cycle and those of other animals. I can record my findings about exercise in a tally chart and pictogram.

Exceeding: I can ask simple questions about how I keep healthy using a range of question stems and start to find ways to answer my questions. I can describe what animals and humans need to survive stating why. I can confidently investigate why exercise, a balanced diet and good hygiene is important to keep healthy giving reasons why. I can explain the stages of a human life cycle and those of other animals explaining how they change. I can record my findings clearly about exercise in a tally chart and pictogram.

Key Vocabulary

Timeline / Diagrams

Breathing; letting air in and out of your body.
Child; a young human.

Disease; an illness

Exercise; physical activity

Germs; a microorganism that causes disease.

Growth; increasing in size.

Heartbeat; the sound your heart makes when it pumps the blood round your body.

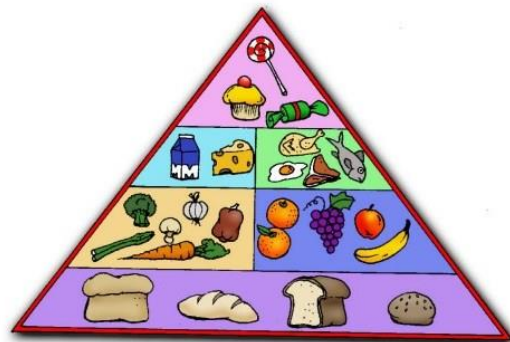
Hygiene; ways of keeping healthy and stopping yourself becoming ill.

Offspring; the young of an animal.

Reproduction; how young animals are made by the adults.

Bar chart- a way of representing information in columns.

Tally chart; a way of collecting information by making marks in fives to count.



Key people / places

STEM scientist- Sports scientist, dietician, Holly East - Marine scientist

Question of the week

Question of the Week

Is the statement true or false?

Humans are mammals.

Tick your answer.

True

False

Question of the Week



Can you name one way exercise is good for your body?

Question of the Week



What foods should we eat; a lot, sometimes and little?

I should eat a lot of these foods!



I should eat these foods sometimes.



I should only eat a little bit of these foods.



Question of the week

What ways can we keep clean?



- 1 _____
- 2 _____
- 3 _____

Question of the week



What can sugar do to your teeth?
