Key Vocabulary and Definitions:

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| DairyImage result for dairy | Food and drinks made from cow’s milk. |
| DietImage result for eating | What you eat. |
| ExerciseImage result for exercising | Moving your body to increase heart rate and strengthen muscles. |
| HealthyImage result for thumbs up | Things that are good for your mind and body. |
| Heart rateImage result for child feeling heart rate | How quickly your heart is beating, to pump blood around your body. |
| Hygiene | Keeping your body and clothing clean and killing germs. |
| OverweightImage result for overweight | Being heavier than a healthy weight for your height. |
| Portions | The size of different food types on your plate. |
| Proteins | A food group that can build and support muscle growth. |
| Starchy | A group that includes white foods such as potatoes and white bread. |
| Variety | A mixture of different things. |

What should I already know?

* Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals, including humans)
* Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 - Animals, including humans)

Scientific Knowledge:

* 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.

Blooms Taxonomy – Specific Verbs to Use in Lesson Aims

Knowledge: Describe, find, identify, list, locate, name, recognise, retrieve Comprehension: Classify, compare, explain, infer, interpret, paraphrase, summarise Application: Carry out, implement, use Analysis: Deconstruct, Organise, outline, structure Synthesis: Construct, design, devise, invent, make, plan, produce, Evaluation: Appraise, assess, choose,

Chart, sunburst chart

Description automatically generated

Teaching Sequence

1. To understand that there are healthy and unhealthy foods
2. To create a healthy plate and know that there are different food groups
3. To ask questions and suggest answers (TAPs)
4. To explain how and why we keep clean
5. To understand the importance of washing our hands
6. To know how to exercise and describe what it does to our bodies

Key Knowledge

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| Term 3 | Let’s Talk (Explorify) | Scientific Knowledge | Scientific skill |
| Lesson 1 | Odd One Out  Tropical Fruits  <Https://explorify.uk/en/activities/odd-one-out/tropical-fruits/classroom> | * Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). | To Record |
| Lesson 2 | Big Question  Balanced Diet  <https://explorify.uk/en/activities/the-big-question/what-is-a-balanced-diet-for-us-and-the-planet/classroom> | * Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | To Observe |
| Lesson 3 | Hygiene Experiment | * Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | To Ask Questions and Plan Enquiry |
| Lesson 4 | Listen: What Can you hear?  Scrub-a-dub-dub  <https://explorify.uk/en/activities/listen-what-can-you-hear/scrub-a-dub-dub> | * Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | To Record |
| Lesson 5 |  | * Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | To Evaluate |
| Lesson 6 | Listen: What Can you hear?  Let’s get physical  <https://explorify.uk/en/activities/listen-what-can-you-hear/lets-get-physical> | * Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | To Observe and Measure |