Animals including Humans & Keeping Healthy		
KS 1	Lower KS2	Upper KS2
Topics covering these – recap, revise, remember: This is Me! Where the Wild Things Are. Field to Fork Funnybones Castles Similarities & differences in humans & recognising parts of the body **identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.** • **Identify similarities and differences between each other.** Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes. Use of PE sessions and games such as Simon Says. Pupils should begin to look at internal body parts. Pupils should investigate the similarities and differences between themselves and others. *Key Questions* *what features do we all have? Are they the same in all of us? If not how are they different?* *investigations- do the tallest children have the biggest feet? Can the children with the longest legs jump the furthest?* *Investigate a statement eg there are more people with blue eyes than brown eyes* Exploring the senses • **Identify which part of the body is associated with each sense.** Pupils might work scientifically by using their senses to compare different textures, sounds and smells. Pupils will explore the use of their 5 senses (compare with other animal). Feely bag, listening activities, taste tests, sight tests, smell tests.	**Topics covering these – recap, revise, remember:** The Olympics Health Through Time Similarities & differences in humans & recognising parts of the body **Discuss similarities and difference in humans.** **Pupils to carry out class enquiry and record and interpret data.** Video clips of Olympics and observe athletes and their bodies and discuss what makes them successful at their particular sport. E.g. Sprinters – muscular and tall, long distance runners, slim, thin, Short putters – upper body strength larger body mass. Cultural diversity links PSHE. Show video clips how we are all different. Links to multicultural festivals. Enquiry-Class survey (data handling-maths) e.g. Does the tallest person have the biggest feet? Effect of exercise on the human body **identify that humans, like some animals, have muscles for movement.** **Investigation - Fair testing** Set up a range of activities for a circuit to be completed over 4 weeks in PE. Pupils to record their performances and see how they have improved. (Pupils individual graph). Work with a partner and observe effect of exercising – raised temperature, increased breathing. Discuss importance of exercise. Tricep dips – hold a ball. Model/Demo how muscles work in pairs Which exercise makes you breathe more? (in pairs)	**Topics covering these – recap, revise, remember:** The Olympics Health Through Time Similarities & differences in humans & recognising parts of the body **identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood (including the pulse and clotting). (PE links)** **To know how to record the pulse** *What is the pulse?* *What is the role of the heart?* *Why does blood need to travel round the body?* *How does it get from the heart to the rest of the body?* *What happens to the blood?* Pupils should build on their learning for years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function. Record their pulse. Discuss where they can feel their pulse? Introduce the difference between arteries, veins and capillaries. Using ICT (Youtube, Bitesize etc to show how a heart works) What happens to the oxygen we breathe? Where does it go? Discuss oxygenated and de-oxygenated blood and the journey oxygen takes when it enters the body. How has technology helped people with heart conditions? Invite a cardiologist in if at all possible. Effect of exercise on the human body ▪ **Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.** *What effect does exercising have on your pulse rate? (investigation)* *Why is that?* *How else does exercising affect your body?* Pupils should learn how to keep their bodies healthy and

Pupils will have an awareness of people who have levels of sensory deprivation. Sense walk to recap five different senses and how they are important. Links KS1 and literacy. How do we use our senses? How people cope without a sense – Guide Dogs, Braille etc. *Key Questions* *Starting point* *Activities – what does it smell/feel like etc?* <u>Effect of exercise on the human body</u> **describe the importance for humans of exercise,** Pupils should be introduced to the importance of exercise for humans. Visit from sports people. Sport activities Link to PE effects of exercise, eg simple circuits. Which activity made you more tired? <u>Movement in humans</u> Pupils will explore the movement of their bodies through PE. Pupils will be introduced to the concept of muscles and bones. <u>Healthy diet & hygiene</u> **find out about and describe the basic needs of humans, for survival (water, food and air) (Y2)** **eating the right amounts of different types of food, and hygiene.** Visits from people in the community-nurse/doctor Pupils should be introduced to the basic needs of humans, as animals, for survival, as well as the importance of exercise and nutrition for humans. Pupils should be introduced to the importance of good nutrition for humans. Pupils should be introduced to the importance of good hygiene for humans.	<u>Movement in humans</u> **Know function of a skeleton.** **Know how muscles work and how they are important for movement.** Know the function of a skeleton – SMP- Support, movement, protection. Should be introduced to the main body parts associated with muscles, finding out how different parts have special functions. Show Pupils a model of a skeleton or make a paper skeleton and explain that muscles are attached to the skeleton by tendons (feel Achilles tendon) and it is the muscles that enable us to move. Know that muscles work in pairs. As one contracts the other relaxes. Muscle man pose – bulging muscles (contract), the other one relax. Look at video clips. <u>Healthy diet & hygiene (links DT)</u> **Pupils should understand healthy eating and that humans need the right types and amount of nutrition to grow healthily.** Explore healthy eating. Pupils to design their own meal planners and create their own lunchbox. Link to PSHE folder: Eat well, Move More, LA document. Pupils might work scientifically by; researching different food groups, vitamins and minerals and how they keep us healthy and design meals based on what they find out. Possible visit by a nurse to explain importance of hygiene to show how much bacteria is on your hands. Preparation of raw food and basic food handling. (links cooking/D&T). Pupils to plan and make and share their own healthy picnic lunch /sandwiches / bread.	how their bodies might be damaged – including how some drugs and other substances can be harmful to the body. Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health. (PSHE links) Children to measure their standing heart rate when they are calm, e.g. quiet reading session. Complete a variety of physical tasks that will use a range of muscles within their body. Create a circuit of activities for the children to record their pulse. Each activity for set amount of time. <u>Healthy diet & hygiene</u> ▪ **Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.** *How can we stay healthy? (diet, exercise, not abusing substances)* *What is a balanced diet?* *Do you have a balanced diet?* *How do you know?* *Investigate school dinner menus* *Compare to food in other parts of the world* *How are they different?* *How are they the same?* *What effect does having a healthy diet have on your body?* *What are the consequences of not having a balanced diet?* *D&T link – designing a sandwich under ……calories – investigate calories and ingredients.* Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the body. Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health. (PSHE links) Food diaries (as in year 3/4) to emphasise what they eat. MATHS LINK. Once complete, look at the percentage of weekly intake in fruit, carbohydrates, dairy etc.

Pupils could design posters for use in school. Pupils will investigate different ways to clean themselves and other objects. Asking questions about what things humans, as animals, need for survival, what humans need to stay healthy and suggesting ways to find answers to their questions. *Starting point.* *germs on hand use light box/school nurse. Compare pictures of 'healthy/not healthy'* *What do we need vs what do we want* *link to DT food/healthy choices* *Give me 5* *What's the best way to clean a tea towel?* *sugar in food link to maths* <u>Healthy teeth</u> **identify the different types of teeth in humans and their simple functions.** Pupils might work scientifically by: finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and explore questions that help them to understand their special functions. Visit from/to dentist. Pupils should be introduced to the importance of good teeth hygiene. Pupils will be familiar with the concept of milk and adult teeth. *Possible Starting Points* *Egg shell investigation (put in 2 liquids either/or)* *pattern seeking how many teeth do children have?* *mouthwash/tablets* <u>Human life cycle</u> **notice that humans have offspring which grow into adults** They should also be introduced to the process of reproduction and growth in humans as animals. The focus at this stage should be on helping pupils to recognise	Food diaries. Teacher to demo using nutritional info on chocolate bar and cola can (100g chart), weigh out amount of fat (using lard) and sugar to give pupils a visual image of the amounts of unhealthy content to the food. Pupils can rank order a selection of food to show most/least sugar, etc. Links to maths (x up from 100ml values to 300ml for a can of pop). <u>Healthy teeth</u> **identify the different types of teeth in humans and their simple functions.** **Investigate – which drink is the most damaging to teeth?** Pupils might work scientifically by: finding out what damages teeth and how to look after them. Explore different pictures and skeletons of animal teeth, discuss shapes of the teeth and what they think the function of them are. Eg. Molars – for grinding – cows, incisors for ripping flesh – dogs. Using eggs to replicate teeth set up an investigation to test different drinks linked to healthy eating/drinking. E.g. milk, orange juice, water, coke. <u>Food and digestion</u> **Pupils should be taught to:** **identify that humans, as animals, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat** **describe the ways in which nutrients and water are transported within humans, as animals** **Pupils should be taught to:** **describe the simple functions of the basic parts of the digestive system in humans**	Explore the diets of people with different conditions such as diabetes, heart condition, egg/nut allergies etc Create the perfect diet for someone suffering from the above, and/or from the following list: Fitness instructor, A rower training for the Olympics, A call centre worker, Teacher, Doctor, Fireman etc Compare the nutritional value of different brands, e.g. Value brand v market leader. Taste test. Economic difference too. Plan a balanced meal for a family of Four. <u>Food and digestion</u> ▪ **Describe the ways in which nutrients and water are transported within humans as animals** *How do we get energy and other nutrients?* *How does our body use them?* *How do they travel around our body?* *Is this the same in other animals?* To follow on from above ideas, what nutrients are in certain foods. Vitamins – What different vitamins are there? What role does each vitamin have? Link to calories. Daily limits and how they differ (child, male and female) Sportsperson needing to eat more than their limit. Again, use percentages. Discuss briefly the human digestive system. <u>Human life cycle</u> **Describe the changes as humans develop from birth to old age. (birth, growth, development, reproduction, death).** **PSHE links (Respect Yourself Programme)** **Visitor with baby to come in for Q&A session?** Pupils should be taught to draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. (PSHE links) Pupils could work scientifically by finding out and recording the length and mass of a baby as it grows.

growth; they should not be expected to understand how reproduction occurs. Growing into adults can include reference to baby, toddler, child, teenager, adult. Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how humans grow; Visits to school from people at different life stages. Use of Once There Were Giants book – Martin Waddell <u>Effects of drugs and harmful substances</u> Just One Spoonful book-PSHE link.	Pupils should continue to learn about the importance of nutrition (including a balanced diet). Pupils should be introduced to the main body parts associated with the digestive system, such as mouth, tongue, teeth, oesophagus, stomach and intestine and their special functions They might draw and discuss their ideas about the digestive system and explore questions that help them to understand their special functions <u>Human life cycle</u> **Recap the key elements of the human life cycle. Covered in KS1 – link to RSE policy and developing an understanding of relationships and respect.** <u>Effects of drugs and harmful substances</u> **Links to PSHE** Could arrange visit by School Nurse, Health Visitor. Also how some substances can cause addiction and health issues. Enhancement drugs in sport, steroid use and controversy.	Midwife to visit if possible to discuss. Show any scan photos from staff's babies. If possible, 4D scan? Video clips online Children to sequence the human life from conception through to old age and death. Draw scientific comparisons between the gestation periods of different animals and compare with humans, including finding out and recording the length and mass of a baby as it grows. <u>Effects of drugs and harmful substances</u> ▪ **Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.** **Drug education (PSHE)** Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the body. Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health. (PSHE links) Crucial crew safety day Discuss prescribed drugs and other drugs that they know about. How drugs are vital to fight illness. Look for ground breaking research into drugs used for illnesses. Why is research useful? What has been discovered in the last 100 years? Discuss charity and why it is important. Recap enhancing drugs, steroid use. Addictiveness of alcohol and other substances. (Resources such as STAR too support programme).