



SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy

"Journeying together with Jesus Christ, we learn to love and love to learn."



Medium Term Planning Creative Learning Journey

Subject: Science	Topic: Animals, including humans	KS1 Cycle B - Autumn 2
NC Programme of Study: <ul style="list-style-type: none">• 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. Working scientifically objectives: <ul style="list-style-type: none">• Asking simple questions and recognising that they can be answered in different ways• Observing closely, using simple equipment• Performing simple tests• Identifying and Classifying• Using their observations and ideas to suggest answers to questions• Gathering and recording data to help in answering questions.		
Objective	Activities	Differentiation
Lesson 1: LO: I can identify and classify different types of food. Working scientifically: I can sort and classify the right types of food in the	Recap previous learning on basic needs of humans and animals. Can children remember what they are? Explain that we need to eat lots of different types of food to stay healthy and strong - A balanced diet. Tell children that we need to eat food for different food groups. Some we can eat as much as we like, and some we shouldn't eat too much as it could make us less healthy.	All children (mixed ability group) to sort the pictures of different types of food in as many different ways as they can think of. After that, can they sort the food into the correct food group refer to criteria posters if needed.



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<p>correct food group.</p>	<p>In groups, children to sort pictures of different types of food in as many different ways as they can think of. Ask them which foods we should not eat too much of and why we should not eat too much of them.</p> <p>Can they sort them into two groups? E.g. healthy and unhealthy, food we need to eat and food we don't need to eat. Can children classify the foods into three groups: Lots of it, some or only a little? Clear any misconceptions.</p> <p>Explain that a balanced diet comprises of different food groups: fruits and vegetables; Carbohydrates (bread, pasta and potatoes); Proteins (meat and fish); milk and dairy and fats and sugars. Children to sort images of food into the correct section.</p>	<p>*take photographs and stick as pic collage</p> <p>Y2 Challenge: Use a Carroll /Venn diagram to record their classifying. E.g. Healthy/ unhealthy/ with moderation/solid/liquid</p>
<p>Lesson 2: LO: I can describe the importance of eating the right amounts of different types of foods.</p> <p>Working scientifically: I can ask questions about why we should eat the right amounts of food.</p>	<p>Show food groups images from previous lesson. Is there any food we need more of? Why? Any food we need less of? Why? What would happen if we eat too much of one food? I.e. too much meat, sugar and fats? What would happen if we don't eat enough meat, bread etc.?</p> <p>Talk about why we need the right types and the right amounts of food. We need to eat a balanced diet because different types of food do different jobs in our bodies. Some kinds of food are very good for us. We</p>	<p>All children to create a balanced meal on an Eatwell plate template using a selection of pictures provided/ drawing their own foods and label.</p> <p>MA/HA: Children describe their balanced meal and explain why they chose these foods. E.g. I need to eat a lot ofbecause I need to eat only a little of</p>



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<p>I can suggest answers as to what would happen if we have too much or not enough food from a particular group.</p>	<p>can eat these as much as we like, and some we shouldn't eat too much as it could make us less healthy.</p>	<p>..... is healthy.....</p> <p>Y2 Challenge: Children to give reasons why we need to eat the right types of food. E.g. We need to eat lots of fruits and vegetables each day and less sugary foods because..... If we don't eat enough of.....</p>
<p>Lesson 3: LO: I can find out about the importance of exercise.</p> <p>Working scientifically: I can make careful observations and take accurate measurements. I can collect and record what I have found out about exercise using a table.</p>	<p>Talk about the different ways to get exercise every day. Mind map children's ideas. Discuss why it is important to exercise. Exercise is any activity that makes your body work hard. Talk about the kinds of exercise they enjoy doing and the ones they would like to learn.</p> <p>Explain to children that today they will collect some data about exercising. TTYP - Can they think of five different exercises with their partner that they can complete within 1 minute? Would they need any resources? How will they time each other? Will it be indoor or outdoor?</p> <p>In mixed ability pairs, children to carry out different exercises and make a series of observations of changes to their body during different exercises. Ask children to think about how their bodies change when they do exercise e.g. increased heart-rate, breathing more often and sweating. Ask them to think about how they feel after doing exercise. How many times can they do an exercise in a minute? What happens to their body after exercising?</p>	<p>All children to perform 5 different exercises in pairs and complete a table activity sheet.</p> <p>MA/HA: Record data about what happens to their body and how many times they can complete an exercise within 1 minute.</p> <p>Y2 Challenge: Children to use their observations and data collected to suggest answers to questions.</p>



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<p>Lesson 4: LO: I can describe the importance of exercise.</p> <p>Working scientifically: I can use my observations to suggest why it is important to exercise.</p>	<p>Recap on the importance of exercise and what it does to our body. TTYP about some different ways that we can exercise and how exercise may help us. Emphasise on the fact that children of their age should be doing 60 minutes of physical activity every day such as riding a bike or scooter, walking to school, playing a sport, swimming, running etc.</p> <p>Recap on what happened in previous lesson - how they felt after doing exercise and how their bodies change when they do exercise e.g. increased heart-rate, breathing more often and sweating. Explain that today they will create a poster for the whole school about the importance and benefits of exercise.</p> <p>Talk about what a poster must include: A powerful title, pictures, short captions, eye-catching message etc. TTYP about the information they want to include, the pictures they will choose to tell the reader the message.</p>	<p>LA/SEN: Design a poster about the importance of exercise and write simple captions such as Exercise makes you fit and happy. Run, walk and swim.</p> <p>MA/HA: Design a persuasive poster about the importance and benefits of exercise using short, snappy sentences/phrases and attention grabbing pictures and captions. E.g. Exercise keeps you healthy. Go for a walk, play a sport or go on a bike ride. Let's be active.</p> <p>Y2 Challenge: Give reasons why it is important to exercise and what might happen if you don't.</p>
<p>Lesson 5: LO: I can investigate the importance of hygiene by performing a simple test.</p>	<p>Intro: Ask children if they have heard of the word 'hygiene' before and what they think it means. Explain that hygiene is about how we keep clean and stop ourselves from getting ill. TTYP about the ways of keeping clean and why it is important to</p>	<p>All children to perform a simple test to find out how fast and far germs spread in the form of a sneeze.</p>



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<p><u>Working scientifically:</u> I can perform a simple test to find out why it is important to have a good hygiene. I can observe closely using simple equipment. I can gather and record data to help me answer questions.</p>	<p>have a good hygiene.</p> <p>Talk about how we pick up germs when we touch things, when we go to the toilet, when we cough or sneeze and when we are around people who are ill (may refer to Covid-19) and what we can do to stop germs spreading and keep our body clean and healthy.</p> <p>Explain that as a whole class, they will perform a test to find out how germs spread in the form of a sneeze and record their findings in their book. Can they predict how far a sneeze may travel? What might happen if you cover your mouth and nose with your hand when you sneeze? What about with a tissue?</p> <p>After performing the test, can they talk about their findings and suggest answers to questions?</p>	<p><u>LA/SEN:</u> Record their findings on the table activity sheet provided.</p> <p><u>MA/HA:</u> Make predictions, record their findings.</p> <p><u>Y2 Challenge:</u> As above and write a conclusion about why we should wash our hands after coughing or sneezing.</p>
<p><u>Lesson 6:</u> LO: I can describe the importance of having good hygiene by writing a set of instructions for washing my hands.</p> <p><u>Working scientifically:</u> I can use my observations to</p>	<p>Recap on how to have a good hygiene, to keep clean and healthy. E.g. If we don't keep our hands clean, then we spread these germs around. Talk about hand washing. Why it is important to wash our hands properly? When do we need to wash our hands?</p> <p>Explain that they are going to write a set of instructions for the Reception children on how to wash their hands properly to stop germs spreading and why it is important to wash our hands regularly and when do we need to do so?</p>	<p><u>LA/SEN:</u> To complete how to wash your hands sequencing activity and write simple instructions for each picture. E.g. 1. Wet hands, 2. Put soap on hands, 3. Rub hands etc.</p> <p><u>MA/HA:</u> To write a set of instructions for washing your hands properly to get rid of germs using time adverbials. E.g.</p>



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<p>suggest why it is important to have a good hygiene.</p>	<p>Discuss key features of an instruction text: Title, subheadings, imperative (bossy) verbs, chronological order, time adverbials, diagram or illustration.</p>	<p>First, wet your hands with clean water. Next, turn off the tap and apply soap.</p> <p><u>Y2 Challenge:</u> Further explain why it is vital to have a good hygiene and what would happen if we don't keep our hands clean.</p>
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Applied Write opportunities:

To write a set of instructions for washing their hands and having good hygiene.

Key Vocabulary:

Tier 2: gather, perform, record, measure, identify, result

Tier 3: offspring, humans, animals, basic needs, energy, nutrition, survive, reproduce, exercise, healthy, hygiene, balanced diet, life cycle, oxygen, carbohydrates, proteins, fibre, dairy, active, sport, physical activity, germs, bacteria, anti-bacteria.