

**Question: What is so important about eating your '5 a day'?  
How could you become as healthy as Steven Gerrard or  
Jessica Ennis? (Add local sporting heroes name)**

**National Curriculum Link**

**KS1 Science: Y2 Animals, including humans**

KS1 Science Working Scientifically

**IB Learner Profile Links**

Inquirers – Nurture skills for research and curiosity

Knowledgeable – Develop conceptual understanding and engage with issues and ideas

Caring – Show empathy, understanding, compassion and respect for all life

**Prior Skills – Y1**

- Know the difference between living and non-living things and sort accordingly
- Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals;
- Identify some differences between different animals
- Identify, name and classify a variety of common animals by what eat (carnivores, herbivores and omnivores)
- Describe and compare the structure (e.g. body covering, scales, fur, skin) of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- Identify, name, draw and label the basic parts of animals
- Identify, name, draw and label the basic parts of the human body and say which part of the human body is associated with each sense.
- asking simple questions and recognising that they can be answered in different ways
- observe closely, using simple equipment
- compare observable and behavioural features of living things
- answer scientific questions
- sort and classify into groups and explain their choices
- Explore, using the senses (see, touch, smell, hear or taste)
- Record observations and results to a test using

**New Skills – Y2**

- Understand that all 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 lifecycle of some living things (e.g. egg, chick, chicken)
- Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene.
- Ask simple questions and recognise that they can be answered in different ways
- Suggest how to find things out
- Gather and record data to help answer questions
- Complete a simple table or chart to show information
- Organise things into groups and find simple patterns
- Use text, diagrams, pictures, charts, tables to record their observations

**Future Skills – Y3**

- Explain the importance of a nutritionally balanced diet.
- Describe how nutrients, water and oxygen are transported within animals and humans
- Identify that animals, including humans, cannot make their own food: they get nutrition from what they eat.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- Describe and explain the skeletal system of a human.
- Describe and explain the muscular system of a human.
- Make and record a prediction before testing
- Measure using different equipment and units of measure
- Record their observations in different ways (labelled diagrams, charts etc.)
- Describe what they have found and observed using scientific words
- Make accurate measurements using standard units
- Explain what they have found out and use their measurements to say whether it helps to answer their question
- Use results to draw simple conclusions

drawings and in simple tables <ul style="list-style-type: none"> <li>• Use their observations and ideas to suggest answers to questions</li> <li>• Gather and record data to help in answering questions.</li> </ul>		
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**Knowledge, Skills and Understanding for topic area**

- Understand that all 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 lifecycle of some living things (e.g. egg, chick, chicken)
- Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene.

**Knowledge, Skills and Understanding for Working Scientifically**

- Ask simple questions and recognise that they can be answered in different ways
- Suggest how to find things out
- Gather and record data to help answer questions
- Complete a simple table or chart to show information
- Organise things into groups and find simple patterns
- Use text, diagrams, pictures, charts, tables to record their observations

**Challenge**

- Can they explain that animals reproduce in different ways?

**Resources**

- collection of pictures of adults and young including some where young look different at different stages *e.g. ducks, hens* and some where young and adult appear totally different *e.g. frogs and tadpoles*;
- collection of packaging for medicines *e.g. safety bottles, bubble packs*;
- secondary sources *e.g. videos, posters* showing the needs of young children

**Suggested Quality Texts**

Fiction: Handa's Surprise by Eileen Brown

Non fiction: Magazine clippings about healthy eating and exercise. Leaflets from local health centre.

**Website/Apps**

Animals 360 APP shows photos, facts, quizzes and puzzles about lots of animals  
 BBC learning video clips ch can watch and teachers can use as lesson stimulus  
<http://www.bbc.co.uk/education/subjects/z6svr82>

**Extended Writing Opportunities**

Write a leaflet for the survival of humans, especially promote what humans need to survive and eating your '5 a day' explaining the importance of eating fruit and vegetables. After reading Handa's surprise, children can create an information text on one of the exotic fruits to be looked at. Design a healthy food plate and explain the importance of each food type. Explanation writing to explain life cycle of living things e.g. butterfly

**Numeracy Skills**

Plan a data collecting question to survey children's favourite fruit/healthy foods eaten etc. Record data in frequency tables and bar charts. Addition /subtraction to respond to questions asked from data collected. Venn and Carroll diagrams to sort foods. Make a pictogram/ block graph 1:1 scale

**Wow starter/experience**

Read children the book 'Handa's Surprise' and have a huge bowl of exotic fruits from all over the world to talk about. Show extracts of Jessica Ennis and Steven Gerrard in action and ask children to talk about their special skills and how they stay in shape.

**Cross Curricular Links/ enquiry time activities:**

**Geography:** Children will carry out research to find out which fruits grow where and set these out on a map.

**ICT:** Make up a TV advert to convince children to eat more fruit.

**Art:** Opportunity here to link to the work of William Morris and to create their own unique print starting with a fruit or vegetable.