Medium term Plan – Year 2 Science– How can we keep ourselves healthy? – Autumn Term

| Learning Episode | Objectives  TOOL | Teaching and learning activities | Pupil activities and outcomes | Opp for spirituality |
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| 1 | To consider what it means to be healthy and to generate questions to be answered over the half term | Introduce the question for this half term topic ‘How can we keep ourselves healthy?’ Children to share ideas and generate questions they would like to find out the answers to. | Children to record initial thoughts and answers to the half terms question. |  |
| 2 | Understand that to stay alive, to grow and be healthy, people need food, water and air. | ‘What do we need to stay alive and grow well?’  Introduce concept of life processes which we will revisit as part of our plants/habitat topic. Watch BBC Bitesize clip ‘What do humans need to keep healthy?’ Discuss importance of food, water, exercise, sleep and hygiene. | Sort the pictures into things humans need to keep healthy and survive.  What things do we need and which do we want? |  |
| 3 | Understand that to stay alive, to grow and be healthy, people need food, water and air.  Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | ‘What do I need to eat a lot of, some of and as a treat?’  Introduce food groups and the concept of a balanced diet, divide food into 4 simple groups-1. fruit and veg, 2. cereals (carbs) 3. meat, fish, eggs, diary 4. high energy foods. Sort foods and discuss which we need plenty of, which for a special treat.  Powerpoint presentation  This area of Science is also revisited in PSHE Spring term ‘Healthy Me’ | Children to sort and label food groups. Think about own school dinner/packed lunch- did it include food from the different food groups? |  |
| 4 | Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.  Carry out simple practical tests and use observations to answer questions. | ‘Why is exercise so important?’  Introduce the importance of exercise by talking about our bodies, being fit means you have stamina, are flexible and your muscles are strong. Talk about different types of exercise.  Link to why we are doing the daily mile.  Powerpoint presentation | Play some games- how do our bodies feel before and after exercise and why? |  |
| 5 | Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.  Carry out simple practical tests, make careful observations and draw conclusions. | ‘How and why do I need to keep my body clean?’  What do we need to do to keep clean- generate list- hand washing, teeth, hair, clothes etc.  Why is it important to keep clean? Introduce concept of germs/bacteria.  Model how germs can easily be spread by putting some glitter on teachers hand and showing how it can be passed from child to child. | Make a poster to remind others of the importance of hand washing and keeping clean.  Investigation – What is the best way to wash hands? Put oil and flour on hands and then try to wash off with only cold water/ hot water/hot water and soap. What was the easiest and most effective way? |  |
| 6 | To know that animals, including humans, have offspring which grow into adults. | How have I grown and changed?’ Link back to how keeping healthy is important in order to grow.  Show children pictures of a baby, toddler, child, teenager and adult in a random order and ask them to help you put them into the right order. Can anyone explain why this is the correct order? It shows how humans grow from a baby to an adult. Then show children the life cycle of humans & discuss why we call it a cycle.  Discuss how we have grown since we were babies, share powerpoint. What can we do now that we couldn’t do then? What things are we still unable to do but will learn as we grow into adults? Put baby photos of the class on table, children to try to identify who they are- is it easy to do? Why? Have some children changed more than others? | Draw a human lifecycle and label different parts  Compare life stages- what can a ……… do which an a baby cannot? etc |  |
| 7 | To know that animals, including humans, have offspring which grow into adults.  Sort and classify animals into groups. | Do all animal offspring look the same when young?  How do animals look when they are born and how do they change?  Identify and match animals and their offspring, sort into groups (recap on year 1 learning)  Power point presentation | Match animals and their offspring, sort into two groups – looks like their adult/ does not look like adult |  |