

Autumn Block 2

Humans

Small steps

Step 1

Exercise

Step 2

Food

Step 3

Hygiene

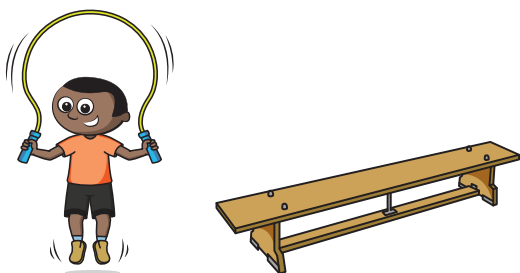
Step 4

Teeth

Key resources

Step 1 - Exercise

- PE equipment – skipping ropes and benches



Step 2 - Food

- Food for the different tasting stations
- ⚠ Be aware of any allergies prior to completing this task.



- Food items or food packaging for sorting and grouping
- Large hoops

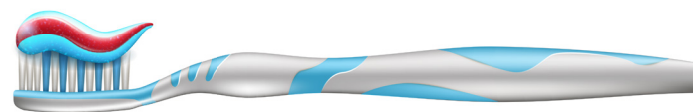
Step 3 - Hygiene

- Dried herbs
- Hand gel or hand cream
- Soap
- Large container
- Warm water



Step 4 - Teeth

- Plaque revealing tablets
- Toothbrush
- Toothpaste



Exercise

Notes and guidance

In this block children look at how to keep healthy. This small step focuses on exercise.

Children carry out a simple investigation to see whether different forms of exercise increase their heart rate. In Year 2, children do not need to find their pulse (heart rate) and count beats per minute. They can observe whether their heart rate has increased by putting three fingers on either the left or right side of their neck underneath their jaw. This should be either side of the windpipe.

Before completing the investigation, children should make predictions to state which form of exercise will raise their heart rate the most and why.

Things to look out for

- Children may think that exercise has a negative effect on the body as it can leave you feeling breathless.
- They may think that slower forms of exercise such as yoga or swimming are not classified as exercise.
- Children may think that their heart is a “love heart” shape. Show a picture or diagram of the human heart to address this.

Key questions

- Is _____ a form of exercise?
- Why is exercise good for your body?
- Why is exercise good for your mind?
- What happens to your body when you exercise?
- Make a prediction. Which form of exercise will raise your heart rate the most?
- Make a prediction. Which form of exercise will raise your heart rate the least?
- Which exercise raised your heart rate the most?
- Which exercise raised your heart rate the least?
- Was your prediction correct?

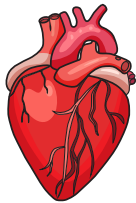
National curriculum links

- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- **Working scientifically** – Gathering and recording data to help in answering questions.

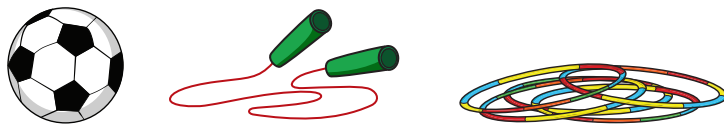
Exercise

Key vocabulary

- **Heart** – The muscle inside the chest which pumps blood around the body.



- **Exercise** – Physical activities that make your body strong and healthy.



- **Physical health** – Keeping your body healthy.



- **Mental health** – Keeping your mind healthy.



Practical ideas

- Set up exercise stations in the hall or playground.



Make sure the children are safe when exercising.

Include examples of high and low energy exercises, such as jogging on the spot and balancing on a bench.

Children should spend one minute exercising at each station.

After visiting each station, ask children to put three fingers underneath their jaw on either side of their windpipe to test whether they can feel their heart rate or not.

Ask children to record their findings using a simple table.



Factual knowledge

- Exercise improves physical health.
- Exercise improves mental health.
- Exercising daily makes your heart stronger.

Food

Notes and guidance

In this small step, children continue to explore how to keep healthy and learn about food. They identify, name, sort and group different foods based on a range of categories.

Children should identify that some foods can contribute to an unhealthy diet if consumed too often. This includes foods that are high in fat, sugar or salt or provide little nutrition for the body. They do not need to group food using the five food groups, as this concept is introduced in Year 3

Children should be given plenty of opportunities to work practically within this step to gain a better understanding of different food types. They should be shown a wide range of food to help them make healthy food choices.

Things to look out for

- Children may think eating an unhealthy diet has no impact on the body.
- They may think that the food they enjoy is good for them regardless of fat or sugar content.
- Children may think that drinks have no effect on teeth or the body.

Key questions

- Should you eat _____ every day or only sometimes?
Explain your thinking.
- How many pieces of fruit and vegetables should you eat per day?
- How can you sort these food items?
How many ways can you think of?
- What could happen if you eat too much fat, sugar or salt?
- What is a healthy diet?
- Why is your meal healthy?

National curriculum links

- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- **Working scientifically** – Identifying and classifying.

Food

Key vocabulary

- **Healthy diet** – A diet that includes fruit, vegetables and other healthy food.



- **Unhealthy diet** – A diet that is high in fat, sugar or fried food.



- **Meat** – Animals that are eaten for food.



- **Vegetables** – A plant that is used for food.



- **Fruit** – The part of a plant that has seeds and can be eaten as food.



- **Sugar** – A sweet substance that comes from plants.



Practical ideas

- Children can sort and group food items or packaging into large hoops to classify whether they should eat these foods everyday or only sometimes.



- Set up tasting stations in the classroom.



Be aware of any food allergies before setting up the food stations.

Stations could include fruit, vegetables and other food.

Allow children to move around the tasting stations to try each food.

Factual knowledge

- A healthy diet includes fruit, vegetables and other healthy food.
- An unhealthy diet is a diet that is high in fat, sugar or fried food.
- It is important to eat the right amounts of different types of food.

Hygiene

Notes and guidance

In this small step, children explore personal hygiene. They understand how to keep clean and give reasons why it is important. They do not need to look at oral hygiene within this step, as they look at how to keep their mouths healthy in Step 4

Children are introduced to the idea of germs through a simple practical task. They should understand that germs can be passed easily between people and surfaces if handwashing is not carried out regularly. Children should understand that some germs can cause illness.

By the end of this step, children should recall ways that they can keep clean and make suggestions of what may happen if they do not maintain good personal hygiene.

Things to look out for

- Children may find the concept of germs difficult to understand as they cannot be seen without a microscope. Use a substance to represent germs to show how easily they can be spread.
- They may think that washing their hands with water alone is enough to remove germs.

Key questions

- What is a germ?
- Where can we find germs?
- Why should you wash your hands after using the toilet?
- Why should you wash your hands before lunch?
- What else can you do to keep clean?
- Why is it important to keep clean?
- Why should you use a tissue when you sneeze?
- Who could help us if we become unwell?

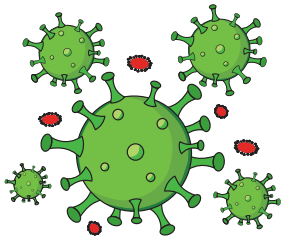
National curriculum links

- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- **Working scientifically** – Observing closely, using simple equipment.

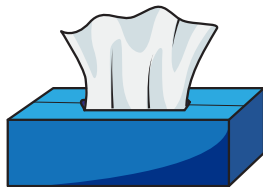
Hygiene

Key vocabulary

- **Germs** – Tiny living things that can cause illness. They cannot be seen by the human eye.



- **Hygiene** – Keeping yourself and your surroundings clean.



- **Disease** – Illness or sickness.
- **Doctor** – A person who looks after people when they are unwell.



Practical ideas

- Children can be introduced to germs using dried herbs. Add a small amount of gel or hand cream to each child's hands. Add a small amount of dried herbs on top of the gel/cream. Ask children to rub their hands together. Explain to children that the herbs represent the germs on their hands. Ask children to shake hands, high five, grab equipment, touch handles or desks. Ask them what they notice.
- Demonstrate how to wash hands correctly using soap, warm water and washing for 20 seconds. Allow children to pair up and model to each other how to wash their hands correctly to prevent the spreading of germs.



Factual knowledge

- Germs can make you unwell.
- Germs are spread easily from unwashed hands.
- You should wash your hands, sneeze into a tissue and have regular baths or showers.

Teeth

Notes and guidance

In the final step of this block, children understand how to maintain good oral hygiene and explain why it is important. They identify that eating too much sugar and not brushing their teeth regularly contributes to tooth decay.

Within this step, children undertake a short pattern seeking enquiry to investigate whether the oldest children have the most teeth. They should think of ways to answer the enquiry question as a whole group. They should make predictions to state whether they think there will be a pattern or not.

After completing the enquiry, children should identify any patterns within the data they have collected and report whether age has an impact on the number of teeth a child has.

Things to look out for

- Children may not be able to count the number of teeth they have. Ask them to work in pairs to complete this section of the enquiry.
- Children may find it difficult to recall their age or count the number of teeth they have. Once they have counted and recorded this information, children could stand in line from oldest to youngest to make pattern-spotting easier.

Key questions

- Why is it important to brush your teeth?
- How long should you brush your teeth for?
- How often should you brush your teeth?
- How can you keep your gums healthy?
- What could happen if you do not brush your teeth?
- How does brushing your teeth help to keep your body healthy?
- Who could help us if we have problems with our teeth?

Enquiry question

- Do the oldest children have the most teeth?

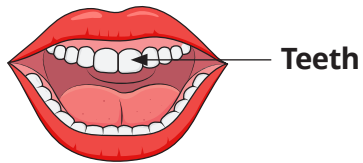
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- **Working scientifically** – Observing closely, using simple equipment.

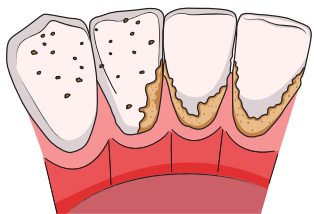
Teeth

Key vocabulary

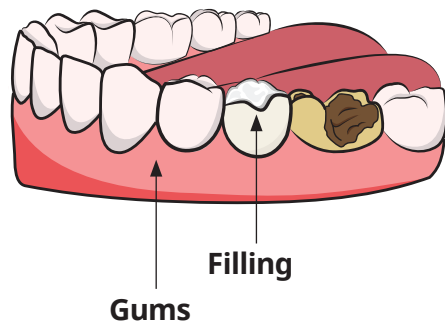
- **Teeth** – The hard bone-like structure in the mouth used to bite and chew through food.



- **Plaque** – A sticky coating that covers the teeth and gums if they are not brushed regularly.



- **Filling** – A filling is used to treat a small hole in the tooth.



Practical ideas

- Put children in pairs.

Label one partner A and one partner B.

Ask partner A to count partner B's teeth and record this.

Repeat this process so partner B counts partner A's teeth.

Line the children up from oldest to youngest.



Do the oldest children have the most teeth?

Do the youngest children have the fewest teeth?

Ask children to spot any patterns between age and number of teeth.

- Children can identify plaque build-up on their teeth by using plaque disclosing tablets.

Factual knowledge

- You should brush your teeth twice a day with water, a toothbrush and toothpaste.
- Plaque can build up on your teeth and can damage your teeth and gums.