

End of Unit Goals

Pupils will be able to:

- 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

Explaining Science

- Remember relevant science facts with confidence
- Use & remember science words over time
- Add science labels & information (help) to diagrams

Data, Tables & Graphs

- Measure with labelled divisions
- Use a simple table; record in numbers (tally)
- Construct block charts

Key Terminology:

Growth, reproduction, offspring, life-cycle (stages for examples, e.g. human, frog, butterfly, etc), baby, offspring, toddler, child, teenager, adult, water, food (nutrition), air (breathing, respiration), diet, balanced, obesity, starvation, exercise, fitness (heart rate/pulse), hygiene, microbes (bacteria, fungi, viruses)

Lesson	Content Objective	Skill Objective	Possible Activities/Demonstrations
1 & 2	What happens to our bodies as we grow?	Use a simple table by recording in numbers	<ul style="list-style-type: none"> • Develop terms offspring, baby, toddler, child, teenager and adult. Create timeline. • Pupils bring in baby pictures & pictures of them growing up. Make a display / time line. • Describe changes over time & variation in class • Use height/weight data for cartoon baby growing up in key stages. Draw bar charts. • How does height/hand/foot spans compare across school? Measure, tabulate & chart • What grows as we get older? Explore any body feature across school e.g. head span, arm length, etc; measure height over year.
3	Do other animals grow in the same way as us?	Remember words and facts about science	<ul style="list-style-type: none"> • Match animals to offspring. • Study key animals in detail (living or virtual) such as chicken, rabbit, butterfly, frog, sheep, etc. Short term and/or ongoing work over the year. Consider similarities & differences. • Describe changes using photographs, drawings, stories, poems, etc. Could collect ongoing data. • Do animals grow in the same way as we do? Measure animal growth in different ways over time e.g. length, weight. Tabulate & chart. Use own animals or farm visits (webcam, etc) • Compare actual to predicted growth to monitor animal health eg dogs. Compare data.
4	What do we need to live and be healthy?	Construct block charts	<ul style="list-style-type: none"> • Make food diary (including drinks). Research healthy diet. Compare. • Research foods of other animals. Compare. • Hold breath (care!). What happens? Discuss snorkeling / scuba diving. • Introduce balanced diet (emphasise foods which are good, 'bad' for us). Water challenge. Measure volume of own water bottle. Drink amount needed each day. • Convert food diary into data eg. How many biscuits have I eaten this week? Which foods do I eat the most? How many days this week have I eaten my five-a-day? Tabulate & chart • Classify foods into groups; healthy/unhealthy • Which drink contains the most sugar? Chart
5	Why is it important to exercise?	Use a simple table	<ul style="list-style-type: none"> • Explore types of exercise. • Introduce 10 min new exercise into each day. Sports day using different exercises. Winner is the one that meets personal challenge. • Measure heart rate in different places on body. Measure resting. Measure with exercise. • Which exercise is the most fun? Why? What happens to our body when we exercise? • Classify exercises into those that make us strong, fit and flexible • Step challenge. Measure steps to a daily goal
	Why is it important	Remember facts	<ul style="list-style-type: none"> • Talk about ways we keep clean (e.g. brushing teeth, washing, etc). Importance of washing hands. Practice technique.

6	to keep clean?	about science	<ul style="list-style-type: none">• Take swabs from various parts of the body. Grow microbes (care!) on agarose gel/Petri dishes.• Glitter hands. Try to wash off glitter.
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