

St Bernadette's Catholic Primary Voluntary Academy  
Subject Medium Term Planning - KS1 Pentecost Term Cycle A - Heroes



Prior Learning

**EYFS:**


- Name and identify different parts of their body & animals
- Describe what they see, hear & feel


	Learning Objective	Activity	Key Knowledge (By the end of the lesson)		Vocabulary (Tier 3)
			Substantive	Disciplinary	
Lesson 1	L.O.16: To be able to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (NC1).	<p><u>Naming Parts of the body</u> *</p> <p>Sporting Hero- Refer to a footballer from Euro 2023/ Olympian</p> <p>Discuss how to be successful at sport (and anything really!), that we need to look after our bodies, they need to be strong, healthy etc.</p> <p>Sing songs, play games eg Simon Says naming different body parts.</p> <p><a href="https://www.bbc.co.uk/bitesize/clips/zsjsbk7">https://www.bbc.co.uk/bitesize/clips/zsjsbk7</a></p> <p><u>Activity:</u></p> <p>Twinkl Parts of the body interactive labelling and powerpoint</p>	<ul style="list-style-type: none"> <li>● Know the basic parts of the human body including eyes, ears, tongue, fingers, nose</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and label the parts of the human body</li> </ul>	Body parts Organs
Lesson 2	L.O.16: To be able to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each <b>sense</b> (NC1).	<p><u>Senses</u></p> <p>Recap the parts of the body</p> <p>Introduce the 5 senses</p> <p>Place different items (noisy, textured, smelly) in a feely bag and talk about how we know what those items are. What senses are we using?</p> <p><u>Activity:</u></p> <p>Go on a senses field walk</p>	<ul style="list-style-type: none"> <li>● Know that the 5 senses are touch, sight, smell, taste and hearing</li> </ul>	<ul style="list-style-type: none"> <li>● Ask simple questions and recognise that they can be answered in different ways.</li> <li>● Use their observations and</li> </ul>	Senses Touch Sight Smell Taste Hearing

				ideas to suggest answers to questions.	
Lesson 3	L.O.16: To be able to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each <b>sense</b> (NC1).	<p><u>Senses</u> Discuss the 5 senses and locate the appropriate sense organs.</p> <p><u>Activity:</u> Children to match an image of the sense to the correct sense organ E.g. smell and a picture of a nose</p>	<ul style="list-style-type: none"> <li>• Know that we use eyes to see, ears to listen, fingers to touch, tongues to taste and noses to smell.</li> </ul>		<b>Sense organs</b>
Lesson 4	Working scientifically L.O.2 To be able to perform simple tests.	<p><u>Mini investigation -</u> (not on a full investigation format) How do we feel after different types of exercise?</p> <p>Children to explore how different exercise affects the body, how they feel before/after (recorded on a table). Measuring pulse before and after the exercise.</p> <p>Table of results as recording</p>	<ul style="list-style-type: none"> <li>• Know that the beating of the heart (a pulse) can be felt in your neck or wrist.</li> <li>• Know that exercise makes our pulse beat faster</li> </ul>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>• Begin to record the impact exercise has on our body</li> </ul> <p>Year 2:</p> <ul style="list-style-type: none"> <li>• Record the impact exercise has on our body</li> </ul>	<b>Exercise Pulse</b>
Lesson 5	L.O.17: To be able to describe the importance for humans of exercise, eating the right amounts of different types of food, and <b>hygiene</b> (NC2).	<p><u>General Hygiene - Hand washing</u></p> <p>Discuss the word “hygiene” Tell children that we need to keep our bodies clean too if we are to stay healthy. Talk about germs/bacteria and how if we take them into our bodies they can make us unwell. What specifically can we do? – talk partners to discuss: Washing hands (when and how long for ie doing it properly, hot water, soap, for how long, after going to the toilet, before eating, after break times, or touching things</p>	<ul style="list-style-type: none"> <li>• Know washing hands will stop the spread of germs</li> </ul>	<ul style="list-style-type: none"> <li>• Wash hands properly</li> </ul>	<b>Hygiene Germs</b>

		<p>we know will be dirty of have germs in the first place eg floor etc). Mention antibacterial gel etc that help to kill germs</p> <p>Show TWINKL personal Hygiene powerpoint to summarise the above points.</p> <p><u>Activity:</u> Washing hands experiment. Pepper and soap in bowl and see how the germs spread .</p> <p>Model how to wash hands correctly. Children each take turns in washing their own hands.</p>			
Lesson 6	L.O.17: To be able to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene (NC2).	<p><u>Hygiene</u> <b>Focus on other types of hygiene and cleanliness including:</b></p> <ul style="list-style-type: none"> <li>• Washing hair</li> <li>• <b>Cleaning teeth- importance of this and how often</b></li> <li>• Having a bath or shower regularly</li> <li>• Clothing – clean and tidy</li> <li>• Blowing nose properly etc</li> </ul> <p><u>Activity:</u> A talk from a local dentist on the importance of dental hygiene. (Mr/Mrs Moutiz)</p>	<ul style="list-style-type: none"> <li>• Know there are other types of hygiene including bathing/ showering.</li> <li>• Know we brush our teeth to remove plaque.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask simple questions about dental hygiene</li> <li>• Answer simple questions about hygiene</li> </ul>	<b>Cleanliness Dental hygiene</b>
Lesson 7	L.O.17: To be able to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene (NC2).	<p><u>Diet (lesson ½)</u> <b>Diet - healthy and unhealthy</b></p> <p>Remind the children from our Famous Faces topic the work we did on living (plants and animals) and non-living and how they know ie the characteristics of living things.</p> <p>Recap learning from previous lesson - how we need to look after our bodies – discuss how food and water are important for survival (food, water and air), but also help us grow, stay strong and well etc</p>	<ul style="list-style-type: none"> <li>• Know healthy foods are carrots, apples and fish.</li> <li>• Know unhealthy foods are crisps, chocolate and sweets.</li> </ul>		<b>Balanced diet Healthy/unhealthy</b>

		<p>Explain that we are going to look at the foods humans eat, and start to learn about what makes a <b>balanced diet</b> to help keep us healthy.</p> <p>Discuss the fact that we also need water to remain healthy – some is obtained from drinks and some from other foods.</p> <p><u>Activity:</u> Sort the foods into healthy foods / unhealthy foods</p>			
Lesson 8	L.O.17: To be able to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene (NC2).	<p><b><u>Diet - Food groups (lesson 2/2)</u></b></p> <p>Look at the eatwell guide Read the balanced diet e book Name some food and food types that the children might already know such as fruit, vegetables etc Name the 5 main food groups: <a href="http://resources.hwb.wales.gov.uk/VTC/2010-11/foundation-phase/fph-2/bin/eng/investigating-food/index.html">http://resources.hwb.wales.gov.uk/VTC/2010-11/foundation-phase/fph-2/bin/eng/investigating-food/index.html</a></p> <ol style="list-style-type: none"> <li>1. Fruit and vegetables - mainly vitamins and minerals (help the body stay healthy).</li> <li>2. Cereals (bread) - mainly carbohydrates (give the body energy).</li> <li>3. Meat, fish and eggs - mainly protein (help the body grow).</li> <li>4. Dairy products – mainly protein (help the body grow) and vitamins and minerals (help the body stay healthy)</li> <li>5. High energy foods (cakes, chocolate) - mainly fats and sugars (helps the body keep warm and get energy).</li> </ol> <p><u>Activity:</u> Sorting foods into food groups.</p>	<ul style="list-style-type: none"> <li>• Name there are 5 different food groups.</li> <li>• Know that fruit and vegetables is one of the five food groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Sort food into the different food groups</li> </ul>	<b>Nutrients Food groups</b>
Lesson 9	L.O.17: To be able to describe the importance for humans of exercise, eating the right amounts of different types	<p><b><u>Diet - healthy meal</u></b></p> <p>Recap the main food groups from previous lesson.</p> <p>Show the Healthy eating - balanced plate.</p>	<ul style="list-style-type: none"> <li>• Know that a healthy meal needs <ul style="list-style-type: none"> <li>-fruit/vegetable</li> <li>-grains/cereal/potatoes</li> <li>-dairy</li> <li>-Meat/fish</li> <li>-small amount of</li> </ul> </li> </ul>		<b>Balanced meal</b>

	of food, and hygiene (NC2).	<p>Why is the plate divided into different sections? Discuss how some food is better for us than others and how we need to eat more of some foods than other eg sweets/sugar and teeth. Explain that we eat a balanced diet when we eat the right amounts of food from the different groups. Explain we need to eat a variety of the right sort of foods too, so that our meals are not boring. Point out that children should eat some foods from all 5 groups, as all are needed for healthy growth.</p> <p>Discuss the term ‘five a day’ and ask if the children know what this means.  <a href="http://www.bbc.co.uk/education/clips/zytimp3">http://www.bbc.co.uk/education/clips/zytimp3</a></p> <p><u>Activity:</u>  Create a healthy meal for a sports hero (Olympian or Footballer)  Draw and label/cut and stick a healthy meal.</p>	fat		
Lesson 10	L.O.17: To be able to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene (NC2).	<p><u>Summary - How to keep healthy</u></p> <p>Retrieval - what we have learnt in our science lessons about keeping healthy?</p> <p>Discuss other factors that are also important such as getting plenty of sleep and rest. Explain we also need to make sure we get enough rest so our bodies can grow and so that we feel eager and ready to do lots of things during the day.</p> <p><u>Activity:</u>  Create a guide on “how to be healthy” for a future footballer/olympian</p>	<ul style="list-style-type: none"> <li>Know the various ways to be healthy</li> </ul>		<b>Healthy Sleep</b>
Lesson 11	 Working scientifically L.O.5 To be able to gather and record data to help in answering questions.	<p><u>Full investigation: is the oldest child the tallest?</u></p> <p>Introduce the question and discuss making any predictions.  approach pattern seeking  Plan the investigation on the formatted sheet</p>		<ul style="list-style-type: none"> <li>Gather and record data to help answer questions.</li> </ul>	

		<p><b>Activity:</b>  Line up oldest - youngest - take a photo  Repeat Youngest - oldest - take a photo</p>			
Lesson 12 	Working scientifically L.O.6 To be able to use their observations and ideas to suggest answers to questions.	<p><b><u>Full investigation: is the oldest child the tallest -</u></b>  <b>Look at the</b> photogrpahs from the previous lesson and look at any patterns.  Children work in groups to discuss their findings.  Children gather together and share their findings and suggest answers to the question.</p> <p><b>Activity:</b>  Complete the investigation sheet</p>	<ul style="list-style-type: none"> <li>• Know that sometimes there is a link in height and age but not always</li> </ul>	<ul style="list-style-type: none"> <li>• Identify patterns and begin to look for relationships</li> </ul>	
Lesson 13 (if needed)		<p><b><u>Assessment</u></b>  End of topic test</p>			

**\*The main parts of the human body that children will learn about at KS1 are the:**

- **skeleton;**
- **skull;**
- **skin;**
- **head;**
- **neck;**
- **arms;**
- **elbows;**
- **fingers;**
- **chest;**
- **torso;**

- legs;
- feet;
- toes.

The major organs of the human body are:

- the brain;
- the lungs;
- the heart;
- the kidneys;
- the liver.