

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Science	Take care	2	Summer 1	8 hours
 Library	 Library	 KS1 picture books	 KS1 picture books	 KS1 picture books
End of Key Stage 1 Outcomes	Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying Using their observations and ideas to suggest answers to questions. ☐ Gathering and recording data to help in answering questions.			
End of Unit Outcomes	I can sort food in different ways. I can label the groups.			

	<p>I can present my sorting in a Venn diagram.</p> <p>I can sort food in different ways.</p> <p>I can name and give examples of the different food types.</p> <p>I can design a healthy lunch box.</p> <p>I can describe how my body feels when I exercise.</p> <p>I can suggest different activities that exercise our bodies.</p> <p>I can plan daily physical activities.</p> <p>I can suggest ways to be hygienic.</p> <p>I can explain how to clean my body.</p> <p>I can give reasons why it is important to keep my body clean.</p>
Vocabulary	<p>food, sort, Venn diagram, Carroll diagram, healthy diet, fruits, vegetables, meat, fish, beans, fat, sugar, bread, potatoes, cereals, exercise, physical activity, hot, sweaty, heart beating, pulse, tired, aching, muscles, clean, hygiene, hygienic, wash, bath, shower, brush, comb, toothbrush, toothpaste, soap, water, shampoo</p>

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities (Possible Computing Activities)	Resources
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<p>Lesson 1</p> <p>How can we sort this food?</p>	<p>2 hours</p>	<p>WALT: identify healthy and Unhealthy Food</p> <p>WILF:</p> <p>I can sort food in different ways.</p> <p>I can label the groups.</p> <p>I can present my sorting in a Venn diagram.</p>	<p>Working scientifically: Identifying and classifying.</p> <p>Read the story ‘A Day in the Life of Blobble’. Explain to the children that in this unit they are going to learn to looking after themselves. How can they make Blobble healthy? Explain that humans eat lots of different kinds of food; some very healthy, some healthy in moderation, some not healthy. List foods In table groups Healthy and Unhealthy.</p> <p>Distribute a card from the Healthy Eating Sorting Cards Activity to each child. Create a healthy plate for Blobble. Support children to sort their cards onto the plates, according to whether they are foods to eat often (fruits and vegetables, starchy foods), foods to eat sometimes (dairy food, meat, fish, beans, pulses and nuts) or foods to only eat occasionally (foods high in fat and sugar). Discuss misconceptions.</p> <p>Children complete the Healthy Menu Plan Activity Sheet by choosing food for breakfast, lunch, dinner, snacks and drinks. Have a tasting session, featuring a range of healthy food? Introduce children to less familiar fruits and vegetables and food from different cultures.</p>	<p>Blobble Story</p> <p>Collins Connect</p> <p>Food tasting</p> <p>Allergy Cards.</p> <p>Taste more unusual foods and group.</p> <p>Twinkl Lesson – Healthy eating – Lesson 4.</p> <p>SEND – Espresso food sorting programme.</p>
<p>Lesson 2</p> <p>What food should we eat?</p>	<p>2 hours</p>	<p>WALT: group foods and understand the amount we should eat.</p> <p>WILF:</p> <p>I can sort food in different ways.</p>	<p>Working scientifically: Using observations and ideas to suggest answers to questions.</p> <p>Look at different types of food groups and explain to the children how much of each food we should eat and why. How it keeps is healthy etc</p> <p>Introduce food groups:</p> <ul style="list-style-type: none"> ➤ Fruit and Vegetables ➤ Fats 	<p>Collins Connect – Lesson 2</p> <p>What food should we eat</p>

		<p>I can name and give examples of the different food types. I can design a healthy lunch box.</p>	<ul style="list-style-type: none"> ➤ Milk and Dairy ➤ Bread, potatoes and Cereal. ➤ Meat, Fish, Eggs and Beans. ➤ Food and Drinks High In Fat and Sugar. <p>Complete a food journal and evaluate their own diet. Write or illustrate how they could improve it.</p>	
<p>Lesson 3 How can we stay fit?</p>	2 hours	<p>WALT: understand the importance of exercise and the effects on their body. WILF: I can describe how my body feels when I exercise. I can suggest different activities that exercise our bodies. I can plan daily physical activities.</p>	<p>Working scientifically: Using observations and ideas to suggest answers to questions.</p> <p>Explain that children exercise all the time without even thinking about it. Discuss how and when they exercise. Discuss why exercise is important.</p> <p>Carry out some fun exercise activities. Monitor their heartbeat before and after discuss how they feel and the effects on their body.</p> <p>While completing their exercises, children fill in the Exploring Exercise Activity Sheet, describing the exercise, recording the number of times they can complete each exercise in a minute, and writing a few words to explain how each exercise feels in the body. Children may use the Exercise Word Mat to support them in this activity.</p> <p>Records results and design an exercise Journal for them to follow. Encourage children to fill in this Exercise Diary to</p>	<p>A range of sports equipment, such as bean bags, hoops, cones, skipping ropes and balls of different sizes (<i>This lesson requires access to a space that is suitable for the whole class to engage in physical activity, such as the school hall or playing field.</i>)</p> <p><i>Twinkl Lesson 5</i></p> <p><i>Collins Connect Lesson 3</i></p>

			see if they are getting their recommended 60 minutes of physical activity each day.	
Lesson 4 How can we stay clean?	2 hours	<p>WALT: describe ways to stay hygienic and understand why this is important.</p> <p>WILF: I can suggest ways to be hygienic. I can explain how to clean my body. I can give reasons why it is important to keep my body clean.</p>	<p>Working scientifically: Using observations and ideas to suggest answers to questions.</p> <p>Revisit the story of Blobble explain that he was not Hygienic. Identify his bad habits and what we could do to improve his personal hygiene.</p> <p>Do basic hygiene practice with the children. Hand- washing. (Use glitter to demonstrate Germs).</p> <p>Tooth Brushing – (Use disclosure tablets to highlight Plaque)</p> <p>Draw Blobble and his new daily routine. Write sentences to support his new healthy habits as well as pictures.</p>	<p>Toothbrushes Bowls Soap Disclosure Tablets. Glitter Water /Cups Prep - Letters for Parents. Paper Towels</p>