



Year Two – Health - Animals, including Humans - How we Grow and Stay Healthy

National Curriculum Objectives:

- Notice that animals, including humans, have offspring which grow into adult
- 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.

Non statutory:

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

Inspiring science key ideas:

- Notice that humans, have offspring which grow into adults.
- Find out about and describe the basic needs of 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.

Working scientifically

- Observing, through video or first-hand observation and measurement, how humans grow.
- Recording their findings using charts.
- Asking questions about what things humans need for survival and what humans need to stay healthy.
- Suggesting ways to find answers to their questions.
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Prior learning	Key Learning – What the pupils need to know		Vocabulary
<p>In Early Years:</p> <ul style="list-style-type: none"> • Children should be able to identify different parts of their body. • Have some understanding of healthy food and the need for variety in their diets. • Be able to show care and concern for living things. • Know the effects exercise has on their bodies. • Have some understanding of growth and change. <p>Year One: Health is not taught as a Unit in Year One, however in the Animals including Humans Unit pupils recognise that animals need to be treated with care and sensitivity to keep them alive and healthy.</p>	<p>Draw on learning from Units: Animals - Survival and growth and Environment – Living things and their habitats</p>	<p>What Happens to Our Bodies When We Exercise?</p> <ul style="list-style-type: none"> • Provide practical opportunities of children to recognise the benefits of exercise. And why we need regular exercise. • Which exercise makes our bodies work harder? How do we know? – Energy in versus energy out is covered in the Year Three Health and Nutrition unit 	<p>Words relating to health e.g. diet, variety, germ, healthy/unhealthy, medicines, safety, packaging, exercise.</p>
	<p>See curriculum overview for sequence of learning</p>		
	<p>What Do We Eat?</p> <ul style="list-style-type: none"> • This might link to food now or in a later junior theme. For example ‘What do you eat for breakfast? (E.g. how many people have breakfast and the types of breakfasts people have.)Pupils could decide which they think are healthy breakfast cereals and which are less healthy and report this information. – Food groups are covered in the Year Three Health and Nutrition unit. <p>Looking After Ourselves</p> <ul style="list-style-type: none"> • Children have to explain to others about how to look after ourselves. • Hand washing • Looking after teeth – This covers basic hygiene of brushing teeth twice a day and reasons why. Teeth is covered in more detail in the Year 4 – Animals, Including Humans Humans – Teeth and Digestion Unit • Coughs and colds • Medicines - Medicines can be useful when we are ill, medicines can be harmful if not used properly. 		

In Year Three:

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.



Year Three –Health - Animals, including Humans - Health and Nutrition

National Curriculum Objectives:

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

Non statutory:

Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions. Pupils might work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They might research different food groups and how they keep us healthy and design meals based on what they find out.

Inspiring science key ideas:

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

Working scientifically

- Comparing and contrasting the diets of different animals (including their pets).
- Decide ways of grouping them according to what they eat.
- Researching different food groups and how they keep us healthy.
- Designing meals based on what they find out.

Additional suggestions from to support pupil understanding

- o Researching a variety of exercises and pastimes that can help to balance energy in with energy out

Draw on learning from the Animals unit

Year 3: Animals, Including Humans – Skeletons and Movement

Prior learning:

In Year Two:

- Notice that humans, have offspring which grow into adults.
- Find out about and describe the basic needs of 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.

Key Learning – What the pupils need to know

- An adequate and varied diet is beneficial to health (along with a good supply of air and clean water).
- Regular and varied exercise from a variety of different activities is beneficial to health (focus on energy in versus energy out. Include information on making informed choices).
- The importance of nutrition
- The different food groups
- The proportions of the different food groups we should aim to have to be healthy
- Healthy recipes for meals for breakfast, lunch and dinner
- The diets of different animals to ensure they remain healthy

Healthy lifestyles in LKS2 is more about understanding a balanced diet of foods chosen from different food groups and about making healthy choices. The effect of exercise on our bodies is explored in depth in UKS2 including measuring pulse rates. LKS2 should focus on why we should include exercise in our lives and provide opportunities to see how exercise can be enjoyable and can come in a variety of different forms. Health in LKS2 should include opportunities for exploring the food we eat, the exercise we do. Teachers should select learning opportunities which provide a variety of strategies to explore each of these.

See Year 4 Animals unit on 'Teeth, Eating and Digestion'

See Year 5 Animals unit on 'Human Life-cycles'

See curriculum overview for sequence of learning

Vocabulary

Food/feed/feeding, growth, activity, healthy, unhealthy, nutrition, exercise, choice, balanced diet, lifestyle, adequate and varied diet, the right types and amount of nutrients

Food groups e.g. vegetables, meat, fish, sugars and starches, fruit, fats

Words which have different meanings in other contexts e.g. diet, activity, evidence, conclusion

- In Year Four: Health is not taught as a Unit however in the LKS2: Year 4 – Animals, Including Humans – Teeth and Digestion Unit children will: describe how teeth and gums have to be cared for in order to keep them healthy, describe the simple functions of the basic parts of the digestive system in humans and identify the different types of teeth in humans and their simple functions.



Year Six –Health - Animals, including Humans - Health and Nutrition

<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans. <p><i>Non statutory:</i> Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function. Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p>		<p>Inspiring science key ideas:</p> <ul style="list-style-type: none"> Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. <p>Working scientifically</p> <ul style="list-style-type: none"> Exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health. <p>Additional suggestions beyond NC2014 to support pupils working scientifically and to provide an opportunity to use ICT to collect and interpret data.</p> <ul style="list-style-type: none"> Observing/Measuring changes to breathing, heart beat and or pulse rates after exercise (this statement can also be found in the Year 6 Animals unit ‘Circulatory System’). 	
<p>Health is not taught as a unit in Year 4 or Year 5 however the following units make links to health:</p>		<p>Vocabulary</p> <p>Food types: fats, sugars, starches, protein, carbohydrate, protein, vitamins and minerals.</p> <p>Tobacco, drugs, alcohol.</p> <p>Balanced diet, side effect, harmful effect.</p>	
<p>LKS2: Year 4 – Animals, Including Humans Humans – Teeth and Digestion</p> <ul style="list-style-type: none"> Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. 	<p>Year 5: Human Life cycles (incl. reproduction) (See also the unit ‘ENVIRONMENT: Habitats and Life Cycles’)</p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age. Animals are alive; they move, feed, grow, use their senses, reproduce, breathe/respire and excrete. 	<p><i>This unit on Diet and Lifestyle is taught alongside the ‘Animals, Including Humans’ Unit (Circulatory System and Exercise) The statutory requirements for diet and lifestyle in UKS2 are minimal but this unit has been included to enhance the curriculum and enrich the learning in UKS2.</i></p> <p>Year 6 Animals Unit – Circulatory System</p> <ul style="list-style-type: none"> Observing/Measuring changes to breathing, heart beat and or pulse rates during exercise Recognise the impact of exercise on the way their bodies function. <p>See curriculum overview for sequence of learning</p>	
<p>Prior learning:</p> <p>In Year Three:</p> <ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. 	<p>Key Learning – What the pupils need to know</p> <ul style="list-style-type: none"> An adequate, varied and balanced diet is needed to help us grow and repair our bodies (proteins). Provide us with energy (fats and carbohydrates). Maintain good health (vitamins and minerals). Tobacco, alcohol and other ‘drugs’ can be harmful. All medicines are drugs, not all drugs are medicines. Observing/Measuring changes to breathing, heart beat and or pulse rates during exercise (<i>this statement can also be found in the Year 6 Animals unit ‘Circulatory System’</i>) Sort different food into whether they are high energy foods (carbohydrates and fats), rich in protein or good source nutrients (vitamins and minerals). Basic knowledge of food groups is covered in the Year Three Health and Nutrition unit Year Six focuses on vitamins and minerals and the nutritional value of foods. 		
<p>In KS3:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335174/SECONDARY_national_curriculum_-_Science_220714.pdf</p>			