

YEAR 2 UNIT 1: Healthy Me (Animals including Humans)

Enquiry Question: How do you keep healthy?

Related units: Year 1: Unit 1 – Who am I? Can you name the parts of the body?

Year 3: Unit 1 – Why is a balanced diet important?

Unit overview

National Curriculum link Year 2: Animals including Humans
Children will find out that animals, including humans, have offspring, which grow into adults. They will find out about and describe the basic needs of animals, including humans, for survival e.g. water, food and air. They will describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. This builds on the fact that most children from their Foundation Stage experience know words such as food, fruit and vegetables, although they might not know how to write and spell them.

Scientific vocabulary

- Exercise
- Healthy
- Hygiene
- Germ
- Muscle
- Stomach
- Calm
- Anxious

Activities and Working Scientifically

What makes me happy?

- Asking simple questions and recognising that they can be answered in different ways

How do we like to keep fit?

- Observing closely, using simple equipment, performing simple tests

Helping our bodies

- identifying and classifying

Keeping fit challenge

- Using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions.

Assessment (Expectations)

1. Explain the importance of exercise
2. Explain what happens to the body when you exercise
3. List 4 things that makes a healthy person
4. Explain how you could keep fit at home.

Cross-curricular links

Writing:

- Plan and write up an investigation.
- Write a sequence to explain how to wash your hands.

Maths

- Class survey of how many fruits we have eaten at breaktime.
- Class pictogram to show results.

PSHE

- Mental Health

Teacher knowledge

Keeping Healthy:

Keeping healthy is not just working with children about fitness, diet and hygiene, but also about supporting children in developing their understanding that having positive relationships, being happy and free from worry (stress) is also important. We need to take care of our body and our minds. Hence, you might wish to link this topic to PHSE work. This area requires sensitivity from the adult and other children to children's feelings and personal circumstances. Children should be encouraged to share the things that make them happy and keep them fit and children could decide how to communicate this.

Exercise:

Children will need to know what happens to the body when they exercise, e.g. heart beats faster, they breathe faster, body feels warmer and which parts of the body each activity exercises. Children as young as five can become concerned and even distressed about their weight. We all need to remember that healthy bodies come in different shapes and sizes and that many media images are unrealistic and we should avoid promoting them. As part of developing children's understanding of healthy eating, talk to children about eating between meals, or 'snacking' and making healthy choices.

Diseases:

'Coughs and sneezes spread diseases' is true. Cold and flu germs can survive outside the body on surfaces from a few minutes to up to two days! Worst are hard surfaces because germs last longer there than on fabric. Sneezing, coughing and touching objects can spread germs. This can be easily demonstrated passing around a lollipop stick with glitter on; how many children will have glitter on their hands at the end of this activity?

Misconceptions:

- Being healthy is just about eating fruit and vegetables; see above
- An important idea is that keeping fit is not just about sport-related activities, but also that everyday activities can help to keep us fit e.g. jumping out of bed, walking up and down stairs, walking to school, playing outside

Resources

BBC Bitesize – Animals Including humans
Carex.co.uk/primary-resources