



## HEALTHY ME



This is a whole school topic which builds the children's awareness of their health, fitness, diet and mental well being as they move through the school. In Years 1 and 2 this builds upon their understanding of their own bodies, fitness, diet learnt in Reception and helps them to develop a healthy lifestyle. They will study the texts, I will not ever eat a tomato, Dr Dog and Mad about minibeasts. This will lead to them writing instructions for looking after your teeth and poems about minibeasts. Science work build up their understanding of good nutrition and explores what all animals need in order to survive and grow. Design technology work is geared around food and nutrition too with the children creating and designing a health meal.

This topic focuses on the benefits of healthy eating and regular physical activity

### SUBJECT AREAS

#### SCIENCE

- To ask simple questions based on a situation
- Select appropriate equipment to test things out
- To observe closely, using simple equipment
- To perform simple tests
- To use senses/ equipment to observe events
- To gather and record data to help in answering questions
- To select information from a range of given sources
- Explore and create diagrams, drawings and physical models
- To use pictograms and simple tables
- To ask new simple questions from looking at answers
- To suggest improvements to tests
- To evaluate the effectiveness of observations
- To understand that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
- To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals)
- To name the different parts of a human body – linking to senses  
Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

#### HISTORY

- Begin to build up a clear narrative of what main events happened in Britain/Local area/the world during different centuries
- To describe events and periods using the words: BC, BCE and decade and century
- To sequence events, artefacts and historical figures on a timeline with dates
- To look at two versions of the same past event and identify differences and explain reasons for this
- To describe different accounts of an historical event, explaining some of the reasons why the accounts may differ
- To begin to make connections and contrasts between different time periods studied and talk about trends over time
- To use more than one source of evidence for historical enquiry
- To use my research skills in finding out facts about the time period studied
- Through research, to compare and contrast different forms of evidence
- To answer and sometimes devise questions about the past (finding information)
- To suggest why certain events happened as they did in history and why certain people acted as they did in history
- To understand the everyday lives of people in time periods studied and contrast them with lives today
- Explain how events from the past have helped shape our lives today
- To describe changes that have happened and give reasons for those changes
- To use and understand historical vocabulary to communicate information, such as ruled, invasion, conquer and kingdoms
- To present, communicate and organise ideas about the past using models, drama, letters, recounts, adverts, diaries and posters
- To start to present ideas based on their own research about a period studied

COMPUTING	<ul style="list-style-type: none"> <li>• Learning how to operate a digital camera and tablets</li> <li>• Using a basic range of tools within graphic editing software</li> <li>• Develop use of the mouse through dragging, clicking and resizing of images to create different effects</li> </ul>	MUSIC	<ul style="list-style-type: none"> <li>• Follow pitch movement with their hands and use high low and middle voices</li> <li>• Sing a phrase from a dot notation</li> <li>• Perform in different ways and different situations</li> <li>• To learn about famous composers and iconic musical pieces</li> <li>• Sing with sense of awareness of pulse and control rhythm</li> <li>• Accompanying a song by clapping the pulse and ostinato rhythm</li> <li>• Perform together and follow instructions that combine the musical element</li> <li>• Perform and be part of audience</li> <li>• Follow instruction that combine musical elements</li> </ul>
ART & DESIGN	<ul style="list-style-type: none"> <li>• Observe anatomy (faces, limbs) and replicate them</li> <li>• To experiment with different tools and surfaces</li> <li>• To draw as a way of recording experiences and feelings</li> <li>• To create images using collage</li> <li>• To use overlapping and overlaying to create effects</li> <li>• To create patterns by printing</li> <li>• To use relief printing</li> <li>• To print with a growing range of objects</li> <li>• To identify the different forms printing takes</li> <li>• To show awareness and discussion of patterns</li> <li>• To create repeating patterns</li> <li>• To use symmetry in images</li> <li>• Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning</li> <li>• Discuss regular and irregular patterns</li> </ul>	DESIGN TECHNOLOGY	<ul style="list-style-type: none"> <li>• To describe textures in food</li> <li>• To understand why you wash hands &amp; clean surfaces</li> <li>• To say where some foods come from, (i.e. plant or animal)</li> <li>• To describe differences between some food groups (i.e. sweet, vegetable etc.)</li> <li>• To discuss how fruit and vegetables are healthy</li> <li>• To cut, peel and grate safely, with support</li> <li>• To describe properties of ingredients and the importance of varied diet</li> <li>• To describe how food is farmed, home-grown, caught</li> <li>• To describe “five a day”</li> </ul>
PHYSICAL EDUCATION	<ul style="list-style-type: none"> <li>• To describe how my body feels before, during and after an activity</li> <li>• To show how to exercise safely</li> <li>• To understand why being active is good for them</li> <li>• To catch with both hands developing hand-eye coordination</li> <li>• To kick and control a ball in different ways</li> <li>• To hit a ball with a bat or racquet</li> <li>• To throw a ball in different ways</li> <li>• To pass and receive a ball in different ways with increasing control</li> <li>• To decide where the best place to be is during a game</li> <li>• To participate and use simple tactics in a game</li> <li>• To follow rules of a variety of simple team games</li> </ul>	RELIGIOUS EDUCATION	<ul style="list-style-type: none"> <li>• To explore a range of religious stories and sacred writings and talk about their meanings</li> <li>• To identify and suggest meanings for religious symbols and begin to use a range of religious terms and ideas.</li> <li>• Pupils begin to use key words/vocabulary related to Christianity and at least one other religion</li> <li>• To explore how religious beliefs and ideas can be expressed through the arts and communicate their responses</li> <li>• To suggest meanings of some religious and moral stories</li> <li>• To express their own ideas, opinions and talk about their work creatively using a range of different medium</li> <li>• To reflect on how spiritual and moral values relate to their own behaviour</li> <li>• To recognise that religious teachings and ideas make a difference to individuals, families and the local community.</li> </ul>

- I can link SSC to new words I hear.
- I listen and transcribe SSC within single words with some success.
- I use sound-spelling links to follow when I listen and read.
- I have learnt the SSC and phonics key words and remember them.
- I can match the French SSC I hear to print and transcribe accurately the SSC I know best.
- I can readily read aloud the SSC and phonics key words. I can carefully sound out some unfamiliar words and parts of words with some success, focusing on a few SSC at any one time.
- I can read aloud familiar words observing certain pronunciation rules (silent letters, accent/ stress markers, etc) and some unknown words.
- My pronunciation is usually comprehensible.
- I understand around 100/200 words when I listen and read them as single items and in short sentences which describe people, places, things and actions.
- I look words up in an alphabetical word list.
- I can use around 100/200 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures
- I distinguish and understand (in listening and writing): singular and plural articles (indefinite and definite),
- To describe people, places, things and actions (in speaking and writing): I use singular and plural articles (indefinite and definite)