Holly Park Learning Organiser

Year 2 - Science

The Human Body

Prior Knowledge:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Essential Knowledge:

- Exercise improves physical health. • Exercise improves mental health. • Exercising daily makes your heart stronger.
- A healthy diet includes fruit, vegetables and other healthy food. • An unhealthy diet is a diet that is high in fat, sugar or salt. • It is important to eat the right amounts of different types of food.
- Germs can make you unwell. • Germs are spread easily by unwashed hands. SOAP • You should wash your hands, sneeze into a tissue and have regular baths or showers.
- You should brush your teeth twice a day with a toothbrush, toothpaste and water. • Plaque can build up on your teeth and can damage your teeth and gums.

Key Questions:

Why is exercise good for your body? • Why is exercise good for your mind? • What happens to your body when you exercise? • Make a prediction. Which form of exercise will raise your heart rate the most? • Make a prediction. Which form of exercise will raise your heart rate the least?

How many portions of fruit and vegetables should you eat per day? • How can you sort these food items? How many ways can you think of? • What could happen if you eat too much fat, sugar or salt? • What is a healthy diet? • Why is your meal healthy?

What is a germ? • Where can you find germs? • Why is it important to keep clean? • Why should you wash your hands after using the toilet? • Why should you wash your hands before lunch? • What else can you do to keep clean? • Why should you use a tissue when you sneeze? • Who could help you if you became unwell?

• Why is it important to brush your teeth? • How long should you brush your teeth for? • How often should you brush your teeth? • How can you keep your gums healthy? • What could happen if you do not brush your teeth? • How does brushing your teeth help to keep your body healthy? • Who could help you if you had a problem with your teeth?

National Curriculum Objectives:

- • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Vocabulary	
heart	the muscle inside the chest, which pumps blood around the body
exercise	physical activity that makes the body strong and healthy
physical health	how well a person's body is working
mental health	how a person is feeling inside their mind
healthy diet	a diet that includes fruit, vegetables and other healthy food
unhealthy diet	– a diet that is high in fat, sugar or salt
meat	animals that are eaten for food
vegetable	a part of a plant that can be eaten, such as a stem, root or leaf
fruit	a part of a plant that can be eaten, and contains seeds
sugar	sweet substance that comes from plants
germs	living things that are too small to be seen by the human eye
hygiene	keeping yourself and your surroundings clean
doctor	a person who looks after people when they are unwell
disease	when something goes wrong with the body to make you unwell
teeth	the hard structures in the mouth used to bite and chew through food teeth –
plaque	a sticky coating made by germs that can harm the teeth and gums plaque
filling	a special material that is used to fill a small hole in a tooth

Working Scientifically:

- Gathering and recording data to help in answering questions.
- Identifying and classifying.
- Observing closely, using simple equipment.

SEND Core Knowledge:

- Children can identify some foods that are healthy (fruit, vegetables).
- Can identify some basic objects used to help with hygiene eg soap, toothbrush, flannel.
- Can sequence some basic instructions to do with hygiene eg teeth cleaning or hand washing.

Common Misconceptions:

- • Children may think that exercise has a negative effect on the body because it can leave you feeling breathless. • Children may think that slower forms of exercise, such as yoga or walking, are not classified as exercise. • Children may think that their heart is a "love heart" shape. Show a picture or diagram of the human heart to address this.
- • Children may think eating an unhealthy diet has no impact on the body. • Children may think that the food they enjoy is good for them regardless of fat or sugar content. • Children may think that drinks have no effect on teeth or the body.
- • Children may find the concept of germs difficult to understand as germs cannot be seen without a microscope. Use a substance to represent germs to show how easily they can be spread. • Children may think that washing their hands with water alone is enough to remove germs.
- • Children may not be able to count the number of teeth they have. They may find it helpful to work in pairs to do this. • Children may think that their teeth only fall out if they are decaying. Baby teeth fall out naturally and are replaced with adult teeth.

Cross Curricular Links

Scientists: Robert Winston (Human Scientist Or

Elizabeth Garrett Anderson

Possible Practical Activities:

Exercise

Ask children to investigate which exercises increase their heart rate. Set up exercise stations in the hall or playground. Make sure children are safe when exercising. Include examples of high and low energy exercises, such as jogging on the spot and completing simple stretches. Children should spend one minute exercising at each station. Ask children to test their heart rate before and after visiting each station. They can do this by putting two fingers on their wrist near their thumb or by putting a flat palm on their chest. Ask children to record their findings using a simple table.

Food

Children sort and classify food items or packaging into large hoops to classify whether they should eat these foods every day or only sometimes. eat every day eat sometimes •





Set up tasting stations in the classroom. Be aware of any food aller tasting stations. gies when setting up the Stations should include healthy food, such as fruit and vegetables, and some unhealthy food. Allow children to move around the tasting stations to try each food.

Hygiene



Model the idea of germs to children using dried herbs. Add a small amount of gel or hand cream to each child's hands. Add a small amount of dried herbs on top of the gel/cream. Ask children to rub their hands together. Explain to children that the herbs represent the germs on their hands. Ask children to shake hands, high five, grab equipment, touch handles and desks. Ask them what they notice. • Demonstrate how to wash hands correctly using soap, warm water and washing for 20 seconds. Allow children to pair up and model to each other how to wash their hands correctly to prevent the spread of germs.

Teeth

Ask children to count their teeth. Children could use their finger or their tongue to do this. If they are struggling, a partner could help them. They record the number of teeth that they have. Line the children up from oldest to youngest.



Do the oldest children have the most teeth? Do the youngest children have the fewest teeth? Is there a pattern between age and number of teeth? • Children can identify plaque build-up on their teeth by using plaque disclosing tablets.