











What should I already know?

- What living things need to survive (shelter, food, etc).
- That certain everyday objects and products can be dangerous to safety.
- Body parts and senses.
- How to ask simple questions.

Scientific Skills:

- Describe their observations using some scientific vocabulary
- Ask questions
- Use simple equipment provided to aid observations
- Respond to questions asked by their teacher

Key Vocabulary and Definitions:

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| Dairy  | Food and drinks made from cow's milk. |
| Diet  | What you eat. |
| Exercise  | Moving your body to increase heart rate and strengthen muscles. |
| Healthy  | Things that are good for your mind and body. |
| Heart rate  | How quickly your heart is beating, to pump blood around your body. |
| Hygiene  | Keeping your body and clothing clean and killing germs. |
| Overweight  | Being heavier than a healthy weight for your height. |
| Portions  | The size of different food types on your plate. |
| Proteins  | A food group that can build and support muscle growth. |
| Starchy  | A group that includes white foods such as potatoes and white bread. |

Teaching Sequence

1. To understand that there are healthy and unhealthy foods.
2. To create a healthy plate and know that there are different food groups.
3. **Hygiene Experiment:** To ask questions and suggest answers.
4. To explain how and why we keep clean.
5. To understand the importance of washing our hands.
6. To know how to exercise and describe what it does to our bodies.