

MARKING STICKERS FOR QCA UNIT 2A

HEALTH AND GROWTH

**Science
Year 2**

ABOUT THE UNIT

Through this unit children learn that animals (including humans) grow and reproduce. They can use ideas about feeding and growth to learn about ways we need to look after ourselves to stay healthy.

Experimental and investigative work focuses on:

- making and recording observations and simple comparisons
- presenting information in charts and tables.

Children will also have opportunities to consider ways in which science is relevant to their personal health and to relate science to aspects of their everyday life (food, exercise, medicines), and to recognise and control hazards and risks to themselves.

This work is likely to be undertaken in relation to the school's programme for personal, social and health education and to the school's sex education policy.

This unit takes approximately 9 hours.

WHERE THE UNIT FITS IN

Builds on Unit 1A 'Ourselves'

Children need:

- to have basic ideas about the needs of animals
- to know that animals grow.

Vocabulary used in Unit 1A will be used and expanded.

Links with Units 1B, 2B, 2C, 1E, and design and technology (food) and physical education.

VOCABULARY

In this unit children will have opportunities to use:

- words and phrases relating to life processes *eg grow, growth, move, have young, reproduce, feed*
- words relating to health *eg diet, variety, germ, healthy/unhealthy, medicines, safety, packaging, exercise*
- words describing tastes *eg salty, sweet*
- comparative expressions *eg most, more*
- expressions of time using 'when', 'after'
- expressions of reason using 'because'.

RESOURCES

- collection of pictures of adults and young including some where young look different at different stages *eg ducks, hens* and some where young and adult appear totally different *eg frogs and tadpoles*
- collection of packaging for medicines *eg safety bottles, bubble packs*
- secondary sources *eg videos, posters* showing the needs of young children

EXPECTATIONS

at the end of this unit

most children will:

identify some types of food that make up their diet and name some examples of each; recognise that an adequate diet and exercise are necessary for them to grow and stay healthy; ask questions in order to make comparisons and describe differences they observe *eg between babies and toddlers*; recognise that care needs to be taken with medicines and recognise that animals produce young

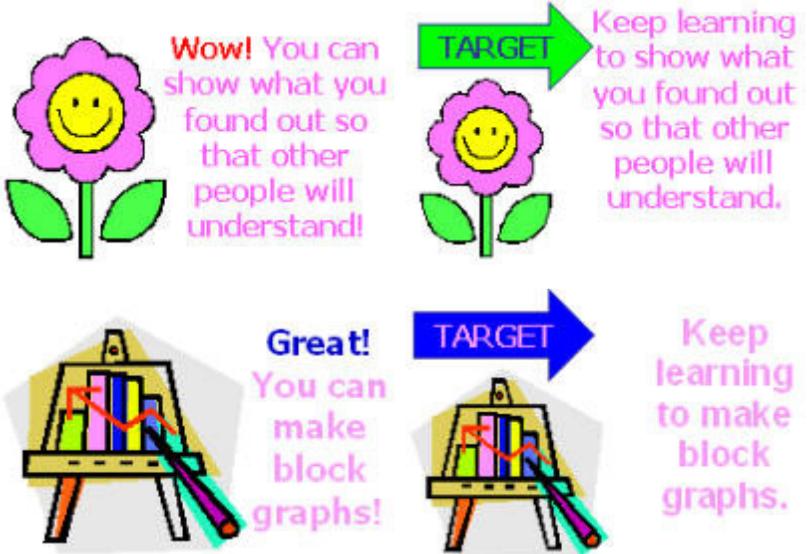
some children will not have made so much progress and will:

name some foods or types of food; recognise that exercise is important; describe some differences they observe *eg between babies and toddlers*; recognise that medicines can be dangerous and recognise that animals produce young

some children will have progressed further and will also:

describe how their diet is balanced and give several reasons why it is sometimes necessary to take medicines

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	MARKING STICKERS from www.effectivemarking.co.uk
<ul style="list-style-type: none"> that humans need water and food to stay alive to record information in drawing and charts that there are many different foods 	<ul style="list-style-type: none"> Review what children know about food by asking them what they eat. Find out what they know about the importance of drinking water and eating a variety of foods to stay healthy by showing a variety of basic food types eg vegetables, fruit, bread, rice, cheese, meat and asking children to group them. Help children to make a record of the groups. Talk with the children about the effects of not eating or not eating a variety of foods in terms of not growing well. <p>POINTS TO NOTE</p> <p>Teachers will be aware of the need for sensitivity to individual children and their families both in terms of diet and health, economic and cultural circumstances and in terms of not putting too much emphasis on body image. Children often think that water is a type of food. Many do not recognise that soft drinks eg cola, lemonade are largely water. SAFETY – Even if it is not intended that children should taste foods some may try to do so. Good hygiene is therefore important or the foods should be made inaccessible.</p>	<ul style="list-style-type: none"> allocate an additional food to an existing group and explain their choice state that if we don't eat and drink we will die 	

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<ul style="list-style-type: none"> that we eat different kinds of food to collect information and to present results as a block graph 	<ul style="list-style-type: none"> Talk with children about what they have for school meals or in a meal at home. With children plan and carry out a survey of favourite foods and help children to present results as a block graph. Talk with the children about the results of the survey, relating foods to the groups from the previous activity. <p>POINTS TO NOTE</p> <p>Children may use IT to construct a pictogram (see IT Unit 1E 'Representing information graphically: pictograms').</p>	<ul style="list-style-type: none"> describe some of the foods they frequently eat, each in terms of type or taste eg banana as fruit, crisps as salty with help present results of food survey as a block graph and say what this shows eg the food most children like best is chocolate, only two people like fruit best 	

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<ul style="list-style-type: none"> that sometimes we eat a lot of some foods and not very much of others 	<ul style="list-style-type: none"> Ask children to plan a meal for a special occasion and to record what they chose using drawings or models and writing. Talk with them about how what they chose may be different from what they usually eat. 	<ul style="list-style-type: none"> state that over time we need water and a variety of foods, although occasional treats are all right 	 
<ul style="list-style-type: none"> that we need exercise to stay healthy to make and record observations and to make simple comparisons 	<ul style="list-style-type: none"> In PE, ask children to undertake a variety of activities and identify which part of the body is exercising eg arms, neck, legs, feet. After PE discuss how they feel and whether it is different from before PE. Ask children to produce 'before' and 'after' drawings or descriptions. Talk with children about what is meant by exercise and being healthy. Identify different kinds of exercise children can do outside school. <p>POINTS TO NOTE SAFETY – Children should undertake usual PE activities, not attempt to 'test' their stamina or strength.</p>	<ul style="list-style-type: none"> identify differences eg I was hotter after PE, I felt really tired after I went swimming, I felt thirsty after football recognise that being well and feeling good is what being healthy means and that regular exercise contributes to this 	

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<ul style="list-style-type: none"> that animals (including humans) produce young and these grow into children and new adults 	<ul style="list-style-type: none"> Review what children know about young growing into adults. Revisit and extend a series of pictures of animals and their young, including those whose adults and young are not totally similar and some eg ducks, hens where young at different stages look different and including photographs of familiar adults as children. Ask children to match parent and offspring. <p>POINTS TO NOTE The term 'reproduce' could be introduced if teachers think it is appropriate.</p>	<ul style="list-style-type: none"> match parent and offspring and explain that all animals produce young which grow into adults 	
<ul style="list-style-type: none"> that babies and children need to be looked after while they are growing to ask questions in order to make simple comparisons of babies and toddlers 	<ul style="list-style-type: none"> Talk with children about their experiences of babies and very young children within their homes. Ask a parent with a baby and a parent with a toddler to visit the class or show a video of babies and young children's daily activities. Ask children how the toddler is different from the baby eg in talking, exercise, communicating, feeding. Children generate questions about what the needs of the toddler are and compare these with the needs of the baby. 	<ul style="list-style-type: none"> record in a variety of ways how the baby and the toddler need to be looked after and explain why this is necessary ask questions about differences between the baby and toddler in order to make comparisons eg what does she eat, when does he go to sleep 	
<ul style="list-style-type: none"> that sometimes we take medicines when we get ill, these help us to get better that medicines are useful but are drugs not foods, and can be dangerous that some people need medicines to keep them alive and healthy to ask questions about medicines and health 	<ul style="list-style-type: none"> Invite the school nurse or a health professional to visit and remind children of their visits to the nurse or doctor. Talk with children about when they have been given medicines and why. Children generate questions about what the nurse or other professional does and about medicines in relation to themselves and other people they know. <p>POINTS TO NOTE Children frequently think that medicines are good for you and cannot be dangerous. They do not recognise that medicines are drugs.</p>	<ul style="list-style-type: none"> distinguish between medicines and sweets and give examples of why it is sometimes necessary to take medicines relate questions they ask to medicines, health or healthcare 	

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<ul style="list-style-type: none"> that medicines can be dangerous if we take them without consulting parents or doctors to recognise hazards and risks in medicines and how to avoid these to communicate information about the safe use of medicines 	<ul style="list-style-type: none"> Present children with a selection of packaging for medicines eg tablets, solutions; ask them to decide how they know that they are not packaging for food or sweets. If appropriate, demonstrate an empty 'asthma puffer'. With the children make a collage or display to illustrate packaging for medicines and how they help medicines to be used safely. Talk with children about the use of medicines and when we may need them. <p>POINTS TO NOTE SAFETY – Warn children that medicines are dangerous if taken without the knowledge of parents/doctors. If medicines are brought in for demonstration purposes make sure they are kept out of harm's way.</p>	<ul style="list-style-type: none"> explain why it might be dangerous to put a medicine in a 'pop' bottle or in a jar a toddler could open explain why it is important only to take medicines on advice explain why we should not eat things unless we know what they are 	