



# Healthy Me – Term 5

Southville Primary School

Year 3

Local Anchor Point	Visit/ Visitor	Key Person	Key Outcome
	<b>Physiotherapist visit/talk- Henry Abrahams</b> (focus: stretches and exercise for muscles, joints and bones)	Y2 classes visit Y3's to taste our heathy bars and be persuaded by our presentations.	<ul style="list-style-type: none"> <li>- Labelling the skeleton</li> <li>- Designing and cooking a healthy energy bar</li> <li>- Presentation to Year 2 class persuading them to choose your healthy bar</li> </ul>
<b>Diversity, Equity and Inclusion</b>		<b>Linked Learning</b>	
Discussion in DT L1 about food choices and reasons for them ... allergies/poverty/cultural reasons		Producing a non-chronological report on healthy living	
<b>Driver 1: Science</b> <i>How do our bones, muscles, and food choices help us live, move, and grow?</i>		<b>Driver 2: DT (including cooking)</b> <i>What makes the perfect energy bar?</i>	
<b>Driver 1 Objectives</b>		<b>Driver 2 Objectives</b>	
<b>Animals, including humans</b> <ul style="list-style-type: none"> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (L1 and 2)</li> <li>• identify that humans and some other animals have skeletons and muscles for support, protection and movement (L1, 2 and 3)</li> <li>• find out about and describe the basic needs of animals, including humans, for survival (water, food and air) (L6)</li> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene (Physio visit - L4) (Eatwell plate - L5)</li> <li>• identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. (L6)</li> <li>• recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (Science and PSHE)</li> </ul>		<b>Design</b> <ul style="list-style-type: none"> <li>• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• Generate, develop, model and communicate their ideas through discussion and annotated sketches</li> </ul> <b>Make</b> <ul style="list-style-type: none"> <li>• Select from and use a wider range of tools and equipment to perform practical tasks accurately</li> <li>• Select from and use a wider range of materials and components, including ingredients, according to their functional properties and aesthetic qualities</li> <li>• Prepare and cook food safely and hygienically</li> </ul> <b>Evaluate</b> <ul style="list-style-type: none"> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• Investigate and analyse a range of existing products</li> </ul> <b>Cooking and nutrition</b> <ul style="list-style-type: none"> <li>• understand and apply the principles of a healthy and varied diet</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul>	

<p><b>Driver 1 Disciplinary Knowledge and Skills</b></p> <p>This is knowing how to carry out practical procedures using different equipment and to collect, use, interpret, understand and evaluate the evidence from scientific processes:</p> <ul style="list-style-type: none"> <li>● <b>Planning:</b> Asking questions, fair testing, setting up simple tests</li> <li>● <b>Doing:</b> Using different equipment safely, making systematic and careful observations</li> <li>● <b>Recording:</b> Obtaining evidence, classifying and identifying, recording findings in a variety of ways (e.g. drawings, labelled diagrams, keys, bar charts, graphs and tables)</li> <li>● <b>Concluding:</b> Suggesting answers, reporting, presenting (in oral and written forms)</li> <li>● <b>Evaluating:</b> Seeking patterns, making predictions for the future</li> </ul>	<p><b>Driver 2 Disciplinary Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>● <b>Investigate:</b> this includes researching and finding about existing products and designers.</li> <li>● <b>Design:</b> the art or process of deciding how something will look or work.</li> <li>● <b>Make:</b> create something by combining materials or putting parts together.</li> <li>● <b>Evaluate:</b> form an opinion of the value or quality of something after careful thought.</li> <li>● <b>Apply:</b> use something or make something work in a particular situation.</li> </ul> <p>Additionally, we teach children that a designer:</p> <ul style="list-style-type: none"> <li>● Problem Solves</li> <li>● Uses tools safely</li> <li>● Tests, reworks, adapts and improves</li> <li>● Evaluates and uses feedback</li> <li>● Works as part of a team</li> <li>● Follows instructions carefully</li> <li>● Is technically accurate</li> </ul>
<p><b>Driver 1 Key Vocabulary</b></p> <p><b>Tier 2:</b> energy, healthy, unhealthy, balanced, hydrated, exercise, evaluate, safe, hygiene, movement, function, important, stretch</p> <p><b>Tier 3:</b> calories, kilojoules, protein, carbohydrate, vitamins, minerals, sugar, saturated fat, fibre, water, dairy, calcium, skeleton, muscles, ligaments, tendons, diabetes, omnivore, herbivore, carnivore, nutrition</p>	<p><b>Driver 2 Key Vocabulary</b></p> <p><b>Tier 2:</b> mix, chop, slice, bake, prepare, design, plan, taste, recipe, evaluate, group, choice, freeze, clean, allergy, advertise, discuss, help, label</p> <p><b>Tier 3:</b> ingredients, food hygiene, food safety, processed food, Eatwell Guide, balanced diet, healthy meal, energy bar, parent helper, cooking room, recipe publishing, meal plan</p>
<p><b>Driver 1 Sequence</b></p> <ol style="list-style-type: none"> <li>1. <b>WALT:</b> Understand how a healthy diet impacts the human body.</li> <li>2. <b>WALT:</b> Design our own energy bar.</li> <li>3. <b>WALT:</b> Prepare and cook food safely and hygienically.</li> <li>4. <b>WALT:</b> Evaluate my product.</li> </ol>	<p><b>Driver 2 Sequence</b></p> <ol style="list-style-type: none"> <li>1. <b>WALT:</b> Recognise the bones in the human skeleton.</li> <li>2. <b>WALT:</b> Understand the functions of a skeleton.</li> <li>3. <b>WALT:</b> Understand how muscles work and help us move.</li> <li>4. <b>WALT:</b> Describe the importance for humans of exercise.</li> <li>5. <b>WALT:</b> Identify that animals also need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</li> <li>6. <b>WALT:</b> Understand what a healthy, balanced diet is.</li> <li>7. <b>WALT:</b> Demonstrate what I have learned in science this year.</li> </ol>