

# TEACHER SCHEME OF WORK – SARAH OUTEN

## LESSON 1 HOW CAN WE KEEP HEALTHY?

ENQUIRY QUESTIONS	TEACHER INPUT	ACTIVITIES	RESOURCES
<p>What is a healthy lifestyle?</p> <p>Can I think of different things that make my lifestyle healthy or unhealthy?</p> <p>What are the different food groups we need to eat to live healthily?</p>	<p>What is a healthy lifestyle? Discuss with pupils.</p> <p>See if pupils can identify healthy and unhealthy behaviour – thought-shower to see what activities they can think of. List a few on board.</p> <p>Can pupils identify what types of food they need to eat to maintain a healthy lifestyle?</p>	<p>Starter activity (pair work) – compare pictures of healthy and unhealthy lifestyles</p> <p>Video – identify healthy activities, identify food types</p> <p>In pairs, put food into different groups</p> <p>Try and identify how much of certain foods we need each day – food pyramid</p> <p>Plenary: Discussion about healthy living</p>	<p>Activity 1 – What is a healthy lifestyle?</p> <p>Activity 2 – What makes a healthy diet?</p> <p>Staying Healthy video</p> <p>Healthy food video</p> <p>Expedition Food photo gallery</p>

## LESSON 2 HOW DOES FOOD HELP THE BODY?

ENQUIRY QUESTIONS	TEACHER INPUT	ACTIVITIES	RESOURCES
<p>What does each food group provide the body with?</p> <p>What different nutrients are needed for different bodily functions?</p> <p>What vitamins and minerals does the body need to function properly?</p>	<p>Starter: Recap from last lesson – thought-shower food groups and examples of food from each group. Discuss idea that each food group helps the body to do certain things.</p> <p>Find out what pupils know about vitamins and minerals. Discuss how they are essential for body to function and can be found in different foods</p>	<p>Provide ideas for thought-shower</p> <p>Watch video and fill in table to show what types of food belong to different groups, and what each group helps the body to do.</p> <p>Identify what nutrients are needed for heavy exercise.</p> <p>Identify which foods contain vitamins and the important jobs each vitamin does</p> <p>Plenary: discuss food myths</p>	<p>Activity 3 – How does food help the body?</p> <p>Worksheet 1 – Vitamins and minerals</p> <p>Homework Sheet 1 – Food labels</p>

## LESSON 3 HOW DOES THE BODY MOVE?

ENQUIRY QUESTIONS	TEACHER INPUT	ACTIVITIES	RESOURCES
<p>How does the body move?</p> <p>What do you know about bones?</p> <p>Can you label the bones on a human skeleton?</p> <p>How do joints and muscles work?</p>	<p>What do you know about bones?</p> <p>Discuss with pupils what they know about bones and any names they may know – thought-shower</p> <p>Help pupils to understand concept of joints and muscles, where bones meet and how this helps movement, and muscles contracting and relaxing</p>	<p>Starter activity (pair work) – find out what pupils know about bones</p> <p>Label human skeleton</p> <p>Questions about joints – think about which joints we use to do different movements</p> <p>Gap fill about muscles and how they work</p> <p>Plenary: The Sarah Challenge</p>	<p>Activity 4 – How does the body move?</p> <p>Activity 5 – How do muscles work?</p> <p>Joints video</p> <p>Use the BBC Learning Zone video (<a href="http://www.bbc.co.uk/learningzone/clips/skeletons/2302.html">http://www.bbc.co.uk/learningzone/clips/skeletons/2302.html</a>)</p>

## LESSON 4 HOW DO YOUR HEART AND LUNGS WORK?

ENQUIRY QUESTIONS	TEACHER INPUT	ACTIVITIES	RESOURCES
<p>How does the heart work?</p> <p>Why are lungs so important?</p> <p>What connects the heart to the body?</p> <p>How can we look after our heart and lungs?</p>	<p>What do I know about the heart?</p> <p>Thought-shower to find out what pupils know about hearts</p> <p>Discuss idea that heart works as a pump which pumps blood to different parts of body including lungs, and that blood travels through arteries and veins.</p>	<p>Starter activity (pair work) – find out what pupils know about the heart</p> <p>Watch the video about how heart: circle correct word – gap fill</p> <p>True False (pair work) circulatory system</p> <p>Identify things that we can do to look after heart and lungs and compare these with Sarah</p>	<p>Activity 6 – Why are your heart and lungs important?</p> <p>Activity 7 – How can we look after our bodies?</p> <p>Use the Mayo Clinic video (<a href="http://www.mayoclinic.com/health/circulatory-system/mm00636">www.mayoclinic.com/health/circulatory-system/mm00636</a>)</p> <p>Use the About Kids Health video (<a href="http://www.aboutkidshealth.ca/en/justforkids/body/pages/heart.aspx">www.aboutkidshealth.ca/en/justforkids/body/pages/heart.aspx</a>)</p>

## LESSON 5 WHAT HAPPENS WHEN WE EXERCISE?

ENQUIRY QUESTIONS	TEACHER INPUT	ACTIVITIES	RESOURCES
<p>What happens to our hearts after we do exercise?</p> <p>How do you feel after exercise?</p> <p>How can you measure your heart rate?</p>	<p>Why do we exercise? – Thought-shower to find out what are energetic activities and what are not, why we exercise and what effect exercise has on our bodies</p> <p>Elicit how you might measure heart beat – pulse</p> <p>Monitor practical activity – modelling how to take pulse</p>	<p>Provide ideas for thought shower</p> <p>Practical – test your pulse rate, record pulse rates after exercise and then plot findings as graph</p> <p>Plenary – compare findings with rest of class and interpret findings</p> <p>Extension – use graphs to represent the data</p>	<p>Activity 8 – What happens when we exercise?</p> <p>Activity 9 – How do you measure your pulse?</p>

## LESSON 6 HOW CAN WE CLASSIFY LIVING THINGS?

ENQUIRY QUESTIONS	TEACHER INPUT	ACTIVITIES	RESOURCES
<p>Why do we classify plants and animals?</p> <p>What are the ways of classifying plants and animals?</p> <p>How do we use a key to classify animals?</p>	<p>How are animals and plants different from each other?</p> <p>Thought-shower to think of different animals we find in a zoo and how we can classify different animals – size, shape, fur, legs etc.</p> <p>Discuss why it may be a good idea to classify animals</p> <p>Model key questions to start classification key</p>	<p>Use the photo sheet and ask pupils to group all the living things – there is no 'right' answer</p> <p>Answer the follow-up questions</p> <p>Think about the different characteristics that living things share</p> <p>Use the key to classify the animals and plants on the photo sheet</p>	<p>Activity 10 – How can we group living things?</p> <p>Activity 11 – How do scientists group living things?</p> <p>Photo Sheet 1 – How can we group living things?</p> <p>Work Sheet 2 – A key for living things</p>

## LESSON 7 HOW CAN WE IDENTIFY ORGANISMS?

ENQUIRY QUESTIONS	TEACHER INPUT	ACTIVITIES	RESOURCES
<p>How can I design my own classification key?</p> <p>What questions can I use to design my key?</p> <p>Which keys are useful/not useful for classifying animals?</p>	<p>Recap – discussion about classification keys and how you use them</p> <p>Feedback on starter</p> <p>Explain that pupils are going to start on tree and invertebrate keys</p> <p>Feedback on keys that have been created</p> <p>Extension: pupils can develop their own keys to be used in the school grounds</p>	<p>Participate in recap discussion about classification keys.</p> <p>Starter – use key to put trees into correct boxes (pair work)</p> <p>Create my own key for invertebrates</p> <p>Plenary – evaluate own key and class discussion</p>	<p>Activity 12 – How can we identify organisms?</p>

## LESSON 8 WHAT ARE THE CONNECTIONS BETWEEN LIVING THINGS AND THEIR ENVIRONMENTS?

ENQUIRY QUESTIONS	TEACHER INPUT	ACTIVITIES	RESOURCES
<p>What is an environment?</p> <p>What are the different types of environment?</p> <p>What are the features of different environments?</p> <p>What animals belong to different environments?</p> <p>How do animals and plants adapt to different environments?</p>	<p>What is an environment?</p> <p>Thought-shower about what an environment is and what different types of environments exist – write list on board</p> <p>Discuss the idea that different environments have their own features and that plants and animals have developed certain features to live in these</p>	<p>Provide ideas for thought-shower</p> <p>Identify different environments that Sarah has travelled through (pair work)</p> <p>Match different environments with their features</p> <p>Identify animals and plants that Sarah has seen on her travels</p> <p>See how different animals and plants have adapted to their environments</p>	<p>Activity 13 – How have living things adapted?</p> <p>Homework Sheet 2 – Living things and environments</p> <p>Use the BBC Learning Zone video (<a href="http://www.bbc.co.uk/learningzone/clips/how-are-camels-adapted-to-live-in-the-desert/6232.html">http://www.bbc.co.uk/learningzone/clips/how-are-camels-adapted-to-live-in-the-desert/6232.html</a>)</p>

## LESSON 9 HOW DO PLANTS AND ANIMALS SURVIVE?

ENQUIRY QUESTIONS	TEACHER INPUT	ACTIVITIES	RESOURCES
<p>What do living things need to survive?</p> <p>How do plants and animals rely on each other to survive?</p> <p>What is a food chain?</p> <p>What is a food web?</p>	<p>What do all living things need to survive?</p> <p>Recap on past knowledge</p> <p>Discuss the idea that different plants and animals play different roles in their environments and depend on each other for food</p> <p>Ensure pupils become familiar with names for different roles: carnivore, herbivore etc.</p>	<p>Provide ideas for thought-shower</p> <p>Starter – write down things needed for plants and animals to survive</p> <p>Complete gap fill and questions about different roles of animals and plants and names for them</p> <p>Decide which roles different animals play</p> <p>Draw 3 food chains and answer questions</p>	<p>Activity 14 – How do plants and animals survive?</p>

## LESSON 10 HOW OUR ENVIRONMENTS AND LIVING THINGS THREATENED?

ENQUIRY QUESTIONS	TEACHER INPUT	ACTIVITIES	RESOURCES
<p>What happens to animals when food chains break down?</p> <p>Why do we need to protect our environment?</p> <p>How do environmental changes affect the animals that live in them?</p> <p>How can we protect our environment?</p>	<p>Recap – food webs and the idea that plants and animals depend on each other for food</p> <p>Discuss what might happen if certain animals in food webs die and how this might affect others</p> <p>Introduce the idea that environments are changing and human activity is having a negative impact</p> <p>Discuss the idea that we need to look after our environment for future survival of all living things</p>	<p>Participate in recap discussion about food webs</p> <p>Starter – fill in food web from animals in box – Answer questions in pairs about what might happen if certain animals die out</p> <p>True or false exercise about how environments have changed</p> <p>Identify reasons as to why certain organisms are endangered/extinct</p> <p>Plenary – discuss need to protect environ</p>	<p>Activity 15 – What happens when food chains break?</p> <p>Homework Sheet 3 – Endangered animals in Britain</p>