	Week 1	Week 2	Week 3	Week 4	Week 5
Science	**Objective**: Healthy Teeth **Success Criteria**: **Support:** S5 Try out a range of simple equipment in familiar, relevant situations. **Core:** S13 Identify different types of teeth in humans **Extension:** S14 Can describe the functions of different teeth in humans. LOtC: SMSC Using IT: **Suggested Activities:** • Learning the names of different teeth. • Teeth puzzle. • Using lego to build the teeth structure and practice flossing and brush correctly. • Role play dentists	**Objective**: Reflex actions are automatic and rapid. **Success Criteria**: **Support:** I can name different parts of the body. **Core:** S11 I can identify that humans and animals have skeletons and muscles for support protection and movement. **Extension:** S16 Describe the changes as humans develop to old age. LOtC: SMSC Using IT: **Suggested Activities:** • body-matching activity • Knee jerk • Sheep dash activity • Pencil drop • Label the body parts-reflexes • Labelling the body and reflexes. • How it protects the body • Eye dilatation.	**Objective**: A healthy diet contains the right balance of the different foods you need and the right amount of energy. **Success Criteria**: **Support:** S9 Identify sources of food and match animals to the foods they eat. **Core:** S11 Describe the importance of humans eating the right amounts and types of food **Extension:** S16: Recognising the impact of diet on the way that the body functions. LOtC: SMSC Using IT: **Suggested Activities:** • Healthy plate • Food diary- check amounts of foods and whether they have a balanced diet. • Ext- check for calories, salt ect… • Food groups	**Objective**: People who exercise regularly are usually fitter than people who take less exercise. **Success Criteria**: **Support:** S7 can participate in a class discussion about the names of parts of the human body **Core:** S11: Describe the importance of humans for exercise. **Extension:** S15: Describe the effects of exercise on the body. LOtC: SMSC Using IT: **Suggested Activities:** • Take part in exercises and identify which body part is used ie boxing, swimming, running. • Bleep tests • Exercise diary • Exercising and checking pulse-line graph • body • Identify differences between legal and illegal drugs. • Sweet packet looking drugs- 'legal highs' • What can people get addicted to? • Cannabis- how it is used legally and illegally.	**Objective**: Drugs affect our body chemistry. Some people use drugs recreationally. Some of these drugs are illegal or legal. **Success Criteria**: **Support:** S8 Label and identify different parts of the body. **Core:** S15 Describe the effect of drugs on the body **Extension:** S17 Discuss the effect on recreational drugs on behaviour, health and life processes. LOtC: SMSC Using IT: **Suggested Activities:** Sensory: Looking after a baby or animal and giving it medicine when poorly (Vet) (Doctors) Support matching body pains to body parts and know that they might need medicine? • Role pal • Drugs in sports- Roll plays- what's needed- Athletes banned from taking part in tornaments. • Frank – research different drugs-effects and what they look like-damages to

	Week 6	Week 7	Week 8	Week 9	Week 10
	Objective: Bacteria and virus may reproduce rapidly inside the body and may produce poisons (toxins) that make us feel ill. **Success Criteria**: Linked to AQA not NAP **Support:** I can identify how to be healthy **Core:** I can recall the names of two types of disease causing microbe. **Extension:** I can give reasons why sometimes bacteria and viruses can make you ill. LOtC: SMSC Using IT: **Suggested Activities:** • Using agar plates to compare washed and unwashed hands. • Researching different bacteria's and linked diseases. • Support-washing hands staying safe	**Objective**: White blood cells help defend against bacteria by ingesting them, and red blood cells are responsible for transporting oxygen around the body. **Success Criteria**: **Support:** S6 I can be aware of different parts of the body. **Core:** AQA Recall that red blood cells transport oxygen around the body. **Extension:** S16 I can describe the functions of the heart, blood vessels and blood. LOtC: SMSC Using IT: **Suggested Activities:** • Draw or annotate diagrams of both types if cell. Discuss and add annotations about how each cell is adapted to the job it performs.	**Objective**: Antibiotics including penicillin, medicines that help sure bacterial disease by killing infective bacteria inside the body but cannot be used to kill viruses. **Success Criteria**: **Support:** I can communicate an awareness of change **Core:** AQA Recall that antibiotics kill infective bacteria but not viruses. **Extension:** S15 Describe the effects of drugs on the body LOtC: SMSC Using IT: **Suggested Activities:** • Alexander Fleming linked activities- penicillin • Learn about diseases that antibiotics treats.	**Objective**: TDA Teacher designed activity	**Objective**: TDA Teacher designed activity

activities. Use hand prints- everything they have touched to see how dirty they get. Teeth cleaning tablets	• Could draw a story board or make a flipbook/animation of a white cell engulfing bacteria. • Diabetes. • Blood pressure machine. • Red and white blood cells- red blood coloring and oil experiment. • Look at veins in the body- how do we breath? Drawing or building using body parts a body and then drawing on how the blood moves around the body. • Matching body parts	• What have you used it? • Role play activities making people feel better and giving them medicine. • Looking at pictures of healthy and unhealthy body parts.		
Week 11				**Suggested Home Learning**
Objective: **Success Criteria**: **Support:** **Core:** **Extension:** LOtC: SMSC Using IT: **Suggested Activities:** •				