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<p>Aim Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Perform simple tests. Observe closely, using simple equipment. To investigate the importance of healthy eating and hygiene.</p>	<p>Lesson Duration It is estimated that this lesson will take one and a half hours. This lesson can also be split across two sessions if more time is needed.</p> <div style="text-align: right;">  </div>
<p>Success Criteria I can use a non-fiction eBook to find out information about healthy eating and hygiene. I can create a balanced meal plan. I can say what I think (predict) will happen when removing germs and find out whether I was correct. I can explain how to wash my hands and why it is important.</p>	
<p>Standard School Equipment Scissors and glue sticks Ensure that children have easy access to soap, water and paper towels for the 'Removing Germs Investigation' section of this lesson. Large sheets of scrap paper/newspaper</p> <p>Resources That May Need Purchasing Glitter (biodegradable glitter is available, or you may wish to make an alternative) - a very small amount (no more than ¼ teaspoon per pair needed) prepared in small containers Paper towels</p>	<p>Preparation Eating Well Activity Sheet – per pair Balanced Meals Activity Sheet – per child Balanced Meals Cut-Outs - as required Removing Germs Investigation Sheet - per child Reasoning Cards: Healthy Living - as required</p>
<p>Key Vocabulary Healthy, health, diet, nutrition, balanced, food, fruit, vegetable, dairy, carbohydrates, protein, alternatives, breakfast, lunch, dinner, snacks, sugar, fat, hygiene, hygienic, germs, illness, disease, spread, wash, clean, sneeze, cough, soap, water, what do you think will happen? (prediction), what happened? (results), what have we found out? (conclusion).</p>	

Prior Learning: In the previous lesson, children will have learnt about the importance of trying to exercise regularly to stay healthy.

Learning Sequence

	<p>Remember It: Children play the true or false game on the Lesson Presentation recapping their previous learning about the importance of exercise.</p>	
	<p>Health and Hygiene: Review the three basic needs for survival that all animals have (air, water and food), and how exercise is important for humans to stay healthy. Ask the children what else they think people need to help them to stay healthy. Look at the Knowledge Organiser, drawing attention to the food and hygiene sections and key definitions.</p>	
	<p>What Do We Need to Stay Healthy? Discuss the meaning of the term 'balanced diet' and read pages 43-50 of the eBook. (Please see the Subject Knowledge Adult Guidance for more information on the Eatwell Guide.) Can children use the non-fiction eBook to find out information about healthy eating?</p>	
	<p>A Balanced Diet: Discuss with the class the information they have just read about how to eat a balanced diet according to the Eatwell Guide, including the names of each of the food groups. Children work in pairs using the differentiated Eating Well Activity Sheets to label and sort some food items into the Eatwell Guide. Answers are available on the Lesson Presentation.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div data-bbox="239 1680 526 1780">  <p>Labels are colour coded to aid with sorting.</p> </div> <div data-bbox="614 1680 1308 1803">  <p>Labels are provided without colour coding for children to decide which group they belong in (all use the two star sheet). As a challenge, children could think of further foods that could go into each group.</p> </div> </div> <div style="display: flex; justify-content: center; margin-top: 10px;">  </div>	

	<p>Healthy Meals: Explain to children that they will be creating their own healthy meal plan, using the Balanced Meals Activity Sheet. Once finished, share a few good examples with the whole class.</p> <p>Can children create a balanced meal plan?</p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="245 226 574 495"> <p> Adult supported: Children create a healthy meal plan using the Balanced Meals Activity Sheet and Balanced Meals Cut-Outs with coloured sections to help support correct food group choices.</p> </div> <div data-bbox="628 226 957 495"> <p> Children create their meal plan using the Balanced Meals Activity Sheet. They can use the Balanced Meals Cut-Outs or draw their food choices. Children can then complete the challenge activity.</p> </div> <div data-bbox="1011 226 1340 495"> <p> Children create their meal plan, including snacks, using the Balanced Meals Activity Sheet. They can use the Balanced Meals Cut-Outs or draw their food choices. Children then complete the challenge activity.</p> </div> </div>	
<p>Children will be learning about hygiene for the rest of this lesson. Depending on time, you may wish to have a break between these two sections of the lesson, or split this learning across two sessions.</p> <p>The 'Removing Germs Investigation' practical activity will involve children spreading biodegradable glitter on their hands and so will require easy access to soap, water and paper towels.</p>		
	<p>Keeping Clean: Discuss the meaning of the word 'hygienic' and read pages 51-58 of the eBook. Then using the Lesson Presentation, review the information together about why and when to wash your hands.</p> <p>Can children use the non-fiction eBook to find out information about hygiene?</p>	
	<p>Removing Germs Investigation: Explain that the children are going to be working in a small group (preferably groups of three) to investigate - 'Which is the best way to clean our hands?' Use the Lesson Presentation to explain and model the task (spreading a very small amount of glitter onto one hand to represent germs and seeing how easily they can spread) and introduce the three different ways children will be trying to remove the germs (glitter). Before starting the investigation, children make their predictions on the Removing Germs Investigation Sheet. Explain that a prediction is saying what we think will happen.</p> <p>Then, follow the steps together on the Lesson Presentation to complete the investigation. Ensure that children can thoroughly wash their hands with soap and water immediately afterwards.</p> <p>Can children make a prediction and perform a simple test?</p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="245 1115 574 1563"> <p> Children complete the Removing Germs Investigation Sheet drawing lines to match the sentence starter and ending to make their 'Prediction'. Then, complete the investigation and match the answers to show their 'Results'. Finally, fill in the 'Conclusion' section by choosing the correct words from the word bank.</p> </div> <div data-bbox="628 1115 957 1563"> <p> Children complete the Removing Germs Investigation Sheet filling in their 'Prediction' using the word bank provided. Children then carry out the investigation and use the word bank to help complete the 'Results' and 'Conclusion' sections, giving a reason for their answer.</p> </div> <div data-bbox="1011 1115 1340 1563"> <p> Children complete the Removing Germs Investigation Sheet filling in their prediction, conducting the investigation and then completing the rest of the sheet and challenge question.</p> </div> </div>	
	<p>How To Wash Your Hands Properly: Discuss the predictions that were made prior to the experiment, the observations made during it and the conclusions reached at the end. Then, use the Lesson Presentation to discuss the missing hand washing steps together.</p> <p>Can children explain why it is important to wash our hands and how to do it?</p>	

Exploreit

Playit: Children can play the **Eatwell Guide Food Sorting Game** as a class, or independently on a device.

Sliceit: In small groups closely supervised by adults, children select, wash and cut fruit and vegetables to make kebabs.

Washit: Children design and make a poster to remind people when and how to wash their hands.

Reasonit

Children discuss **Reasoning Cards: Healthy Living**. Children are given an example diet and suggest how to improve it.

Assessment

Scientific Knowledge	
Working Towards the Expected Level With support, children can identify some foods according to the basic food groups. They can start to explain how to be hygienic.	Children:
Working At the Expected Level Children can identify several foods according to the basic food groups and can talk about the importance of a balanced diet. They can explain how to be hygienic and why this is important.	Children:
Working At Greater Depth Children can identify a range of foods according to the basic food groups and can talk about the importance of a balanced diet. They can confidently explain how to be hygienic and why this is important.	Children:
Working Scientifically	
Working Towards the Expected Level With support, children can carry out simple practical tests, make careful observations and draw simple conclusions.	Children:
Working At the Expected Level Children can carry out simple practical tests, make careful observations and draw simple conclusions.	Children:
Working At Greater Depth Children can independently carry out simple practical tests, make careful observations and draw simple conclusions.	Children: