



## Ivy, Holly, Oak Olympics and Super Humans

Lesson	IPC Learning Goal	NC Coverage	Activities	Resources / Vocabulary / Personal Goals
Entry Point			<p>Olympics Games</p> <p>Chn to watch the following clip about the Olympics  <a href="https://www.youtube.com/watch?v=R7OyvHcKaHU">https://www.youtube.com/watch?v=R7OyvHcKaHU</a></p> <p>What different sports did you see? What sports do you like? Discuss.</p> <p>Play the Rio advert  <a href="https://www.youtube.com/watch?v=CKcEySuuUuE">https://www.youtube.com/watch?v=CKcEySuuUuE</a></p> <p>Showing that there are different people from all around the world that compete in the Olympics.</p> <p>Chn to design their own flags from a nation around the world that take part in the Olympics.</p> <p>Then in their P.E. kits, go outside and compete in different games</p> <p>Long distance running</p> <p>Sprinting</p> <p>Throwing</p> <p>Tennis</p> <p>Football</p> <p>Hurdles</p>	<p><b>IWB</b></p> <p><b>Flag templates</b></p> <p><b>Colouring pencils</b></p> <p><b>P.E kits</b></p> <p><b>Hurdles</b></p> <p><b>Footballs</b></p> <p><b>Cones</b></p> <p><b>Tennis rackets</b></p> <p><b>Tennis balls</b></p>
Knowledge Harvest			<p>Chn to create a mind map in groups or in pairs of their knowledge of the Olympics and what they know about the human body to show their knowledge before starting this topic. This to be completed on an A4 piece of paper in one coloured pen.</p>	<p><b>A4 paper</b></p> <p><b>Coloured pens</b></p>
Big Picture		<p>The Olympic Games are a global celebration of sport and achievement that brings together people from all around the world. Our school is going to hold its own Olympics, giving everyone the chance to celebrate their skills, work together as a team, and share their achievements with others. It's time to bring home bronze!</p> <p>Your body is a bundle of bones, muscles, senses and nerves all connected together to make you a human. But do you know how these parts of your body work with your brain</p>		
GT1	1.04 Know about the weather and climatic conditions in particular localities and how	Compare geographical difference from	<p>Chn to recap on what the Olympics are – and watch a brief history of the Olympics  <a href="https://www.youtube.com/watch?v=uSf7-LsmU3Y">https://www.youtube.com/watch?v=uSf7-LsmU3Y</a></p>	<p><b>Pictures of the winter Olympics</b></p> <p><b>Pictures of the summer Olympics</b></p>

	they affect the environment and the loves of people living there.	localities around the world.	<p>and what the Olympics rings mean <a href="https://www.youtube.com/watch?v=8_bve53_l3s">https://www.youtube.com/watch?v=8_bve53_l3s</a> Ask the children to list all the different sports they can think of. How many can we think of? Have the board divided into two and write any summer sports on one side and any winter sports on the other. Do you notice that one side has more sports than the other? Now show the titles (have these hidden) explain that there are two Olympics, the summer and winter. (teacher support <a href="https://playawayweekends.co.uk/the-difference-between-the-summer-and-winter-olympics/">https://playawayweekends.co.uk/the-difference-between-the-summer-and-winter-olympics/</a>)</p> <table><tr><th><u>Year 1 children</u></th><th><u>Year 2 Children</u></th></tr><tr><td>LA and MA To have images of the summer and winter Olympics in their books and around it, write differences</td><td>LA To have images of the summer and winter Olympics in their books and around it, write differences</td></tr><tr><td>HA To have images of the winter and summer Olympics and for them to write full sentences explaining the differences using 'because'</td><td>MA and HA To divide their page in half, on one side have the winter Olympics and the other the summer and write comparisons between the two.</td></tr></table>	<u>Year 1 children</u>	<u>Year 2 Children</u>	LA and MA To have images of the summer and winter Olympics in their books and around it, write differences	LA To have images of the summer and winter Olympics in their books and around it, write differences	HA To have images of the winter and summer Olympics and for them to write full sentences explaining the differences using 'because'	MA and HA To divide their page in half, on one side have the winter Olympics and the other the summer and write comparisons between the two.	<p><b>PowerPoint</b> <b>Glue</b> <b>Pencils</b> <b>IWB</b></p>
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GT2	1.05 know that the world extends beyond their own locality and that the places they study exist within broader geographical terms.	Use basic geographical vocabulary when researching a country	<p>Play the following adverts for the Olympics Rio – <a href="https://www.youtube.com/watch?v=CKcEySuuUuE">https://www.youtube.com/watch?v=CKcEySuuUuE</a> London – <a href="https://www.youtube.com/watch?v=4cVrjFlt4hl">https://www.youtube.com/watch?v=4cVrjFlt4hl</a> Tokyo - <a href="https://www.youtube.com/watch?v=ENMhrEVa4XQ">https://www.youtube.com/watch?v=ENMhrEVa4XQ</a></p>	<p><b>IWB</b> <b>Pictures for poster/fact file</b> <b>Fact file on Tokyo</b> <b>IPads</b> <b>Drawing stencils</b></p>						

These are the last three host countries. A host country is the country that the Olympics are taking place in. The next Olympics games are taking place in Tokyo. Play the advert for going to Tokyo  
<https://www.youtube.com/watch?v=osroej44LP0>  
 Discuss all the things that they can see there to find themes  
 Food  
 Clothes  
 Locality in the world

<u>Year 1 children</u>	<u>Year 2 Children</u>
<p>LA Create a poster all about Tokyo with support from CT.</p> <p>MA and HA To work in mixed ability pairs and to create poster fact files on Tokyo with three sections: food, clothes and locality using information texts on the tables.</p>	<p>LA Create a poster all about Tokyo with support from CT.</p> <p>MA To use information texts on Tokyo to create a fact file on the host country.</p> <p>HA To use IPads to research Tokyo using the subtitles food, clothes and locality and create a double page spread in their books.</p>


IN1	1.04 be able to respect one another's individualities and independence	Use expanded noun phrases effectively	<p>Have different images of athletics up on the board – what sport do you think these Olympians play? What characteristics do you think they need in order to get to compete in the Olympics?</p> <p>Chn to discuss in pairs and then feedback as a group what they think an Olympian needs as a characteristic to be the best</p>	<b>IWB</b> <b>Images of an Olympian</b>
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Determination, discipline, hardworking, motivated, strong, fit, healthy etc.

<u>Year 1 children</u>	<u>Year 2 Children</u>
<p>Chn to have an image of an Olympian in the middle of their books. Around the Olympian, write all the characteristics they can think of that makes them the best.</p> <p>EXT – to put those characteristics into sentences explaining why that characteristic is important.</p>	<p>LA</p> <p>Chn to have an image of an Olympian in the middle of their books. Around the Olympian, write all the characteristics they can think of that makes them the best.</p> <p>EXT – to put those characteristics into sentences explaining why that characteristic is important.</p> <p>MA and HA</p> <p>Chn to have an image of an Olympian at the top of their books. Underneath, write sentences using expanded noun phrases of characteristics of an athlete and why it is important to have.</p>

SC1	1.06 know about the basic conditions needed for living thing to survive.	Understand how the human body works in order to survive.	<p>Recap on their knowledge of the different parts of the body. Have someone pretend to be unconscious in the middle of the carpet and get children to post-it note the different parts onto their body.</p> <p>Also recap on the 5 senses and what they do.</p>	<p><b>IWB</b></p> <p><b>Youtube</b></p> <p><b>Vinegar</b></p> <p><b>Strawberries</b></p> <p><b>Balls</b></p> <p><b>Pencils</b></p> <p><b>Hair brushes</b></p> <p><b>Images of logos</b></p>
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			<p>Go to the Smartboard – have different images cut in half for the children to identify – how did you know that is what it is?</p> <p>Have songs without lyrics – how did you know what song that was?</p> <p>Link this all to our brains – our brains are the most important organ. It tells the rest of the body what to do and stores all the information we collect over our lives e.g. songs and images.</p> <p>Today we are going to have a carousel of different activities linked to our senses to show how our brain is connected to everything.</p> <p>Table one – sight</p> <p>Children to have images of things that they will be familiar with e.g. Minecraft, Mario cart, foods etc. some of these will be whole and some not. Children to identify what they are seeing from their memory banks.</p> <p>Table 2 – taste</p> <p>To have different things for the children to taste blind folded. What are you eating? If you can't see it, how do you know what it is? Identify correctly (risk assessment on allergy complete first)</p> <p>Table 3 – hearing</p> <p>This group will go outside for a sensory walk – what sounds can you hear – make a list. Now close your eyes, can you still hear those sounds? How do you know what that sound is?</p> <p>Table 4 – smell</p> <p>Children to be blind folded and have different items to smell e.g. onion, vinegar, strawberries, coffee etc. can you identify this just by smell? How can you do this?</p> <p>Table 5 – touch</p>	<p><b>Coffee</b></p> <p><b>Chocolate</b></p> <p><b>Orange</b></p> <p><b>Banana</b></p> <p><b>Onions</b></p> <p><b>Socks</b></p>
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			<p>Have a feel bag for the children to put their hand into but cannot see. What can you feel? Have items that they will be able to identify e.g. a ball, sock, hair brush, pencil etc. How did you know what those were if you couldn't see them?</p> <p>Come back together and discuss how they were able to identify or remember these things? Ensure they understand that the brain is responsible and is connected to every other part of our bodies.</p> <p>Pictures in scrap book for evidence.</p>	
SC2	1.04 be able, with help, to conduct simple experiments	Conduct simple experiments	<p>What is hygiene? Allow time to discuss the question and feedback.</p> <p><a href="https://www.youtube.com/watch?v=YBGsoimPXZg">https://www.youtube.com/watch?v=YBGsoimPXZg</a></p> <p>discuss what germs are and that they can lead to us being very unwell if we are not hygienic.</p> <p>Watch the following video on personal hygiene.</p> <p><a href="https://www.youtube.com/watch?v=jQ2e0KH5WrI">https://www.youtube.com/watch?v=jQ2e0KH5WrI</a></p> <p>Explain that we are going to split the lesson into two. The first part is conducting an experiment on how we can see germs spreading if we do not wash our hands.</p> <p>The second part will be to ensure we know how to be hygienic and make our own soap.</p> <p><b>Part 1</b> As a class –</p>  <p>Each table to have two pieces of white bread. The first piece they can all touch after going outside and playing for 5 minutes. Their hands are dirty.</p>	<p><b>White bread</b> <b>Soap</b> <b>Zip clear bags</b> <b>Glycerine soap</b> <b>Food colouring</b> <b>Microwave</b> <b>Sandwich bags</b> <b>Different scents</b></p>

			<p>Then get them all to wash their hands with soap properly and then get them to touch the second piece of bread.</p> <p>Seal both in zip bags and hang them in the classroom to be seen.</p> <p>Chn to write down their prediction of what will happen in a week and then draw a diagram to show what they did.</p> <p>Part 2 –</p> <p>Working on a table with the CT, children to make their own bars of soap to take home.</p> <p><a href="https://www.youtube.com/watch?v=bvI3qrT3sms">https://www.youtube.com/watch?v=bvI3qrT3sms</a></p>							
TC1	1.15 know about the importance of exercise and healthy eating.	Describe the importance for humans to eat healthily	<p>What do humans need to be healthy? Discuss as a group and write down their suggestions</p> <p>Plenty of sleep</p> <p>Good hygiene (from last week’s lesson)</p> <p>Plenty of exercise</p> <p>Eating the right foods</p> <p>What foods are good for us?</p> <p><a href="https://www.bbc.co.uk/bitesize/clips/z43hfg8">https://www.bbc.co.uk/bitesize/clips/z43hfg8</a></p> <p>watch the following clip of what we need to eat and then go through the food group PowerPoint</p> <table><tr><th><u>Year 1 children</u></th><th><u>Year 2 Children</u></th></tr><tr><td>LA Children to have a plate stuck in their books and different foods for them to put in the right section of the plate</td><td>LA Children to have a plate stuck in their books and different foods for them to put in the right section of the plate</td></tr><tr><td>MA and HA</td><td>MA and HA</td></tr></table>	<u>Year 1 children</u>	<u>Year 2 Children</u>	LA Children to have a plate stuck in their books and different foods for them to put in the right section of the plate	LA Children to have a plate stuck in their books and different foods for them to put in the right section of the plate	MA and HA	MA and HA	<p><b>IWB</b></p> <p><b>PowerPoint</b></p> <p><b>Food plate template</b></p> <p><b>LA images to stick</b></p> <p><b>Glue</b></p> <p><b>Scissors</b></p>
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			<p>To have an empty plate stuck in the middle of their books of a double spread. Design their own healthy meal to include all the needed portions. For each for write a sentence explaining why it is on their plate e.g. Rice is a carbohydrate and will give me lots of slow releasing energy.</p>	<p>To have an empty plate stuck in the middle of their books of a double spread. Design their own healthy meal to include all the needed portions. For each for write a sentence explaining why it is on their plate e.g. Rice is a carbohydrate and will give me lots of slow releasing energy.</p>	
Reflection			<p>Chn to go back to their original mind maps showing their knowledge at the beginning of the term. Now, using a different coloured pen, children to add their additional knowledge to their min map to show their progression through the topic.</p>	<p><b>Coloured pens</b> <b>Mind maps</b></p>	