



**WHAT MY BODY DOES**

# WHAT MY BODY DOES

CONTENTS	EVALUATION CRITERIA	
	<b>Pupils will be able to:</b>	
Vital functions in human beings	Describe, in general terms the functions of the senses, circulation, digestion and respiration in human beings.	
Physical differences between people	Describe how people are different and identify how people change as they get older.	
Work and study techniques	Develop work and study techniques; work habits; and an ethic of effort and responsibility.	
Projects and reports	Plan and carry out projects, presentations and reports.	

## OPENING PAGES

Song: *How my body works*

## STORY

*Party games*

## WORK TOGETHER

*Discover how our teeth and stomach work*

## CONTENT PAGES

Our five senses  
 We can see and hear  
 We can smell, taste and touch  
 We breathe oxygen  
 We eat food  
 Everyone is different  
 We grow and change

## OUR CHOICES

*Look after your teeth*

## REVIEW

## UNIT SUMMARY

In this unit pupils will learn:

- how we use our senses
- the parts of the respiratory and circulatory system
- the parts of the digestive system
- how people differ from each other
- how we grow and change

## LANGUAGE FOCUS

- Senses: sight, hearing, touch, smell, taste
- Shapes: triangular, square, round, rectangular
- Adjectives: loud, quiet, salty, sweet, sour, bitter, hard, soft, hot, cold,
- Parts of the body: lungs, brain, heart, large intestine, stomach, small intestine, teeth, ears, nose, eyes, tongue, skin
- Systems: respiration, circulation, digestion
- Life cycle: foetus, baby, child, adolescent, adult, older adult

## KEY STRUCTURES

- I can see / hear / touch / smell / taste ...
- It makes a (loud) sound.
- It smells / feels / tastes (good).
- We breathe with ...
- Our ... pumps blood / chew / digests food.

LEARNING STANDARDS Pupils are able to:	KEY COMPETENCES						
	LIN	MST	DIG	LTL	SOC	AUT	CUL
Recognise the functions of the senses. Distinguish between the circulatory, digestive and respiratory systems in human beings.	●	●					
Observe differences between people and understand how people change as they age.	●	●					
Demonstrate autonomy in the planning and carrying out of actions and tasks, and begin to take the initiative when taking decisions.	●			●			
Present work in an organised way on paper or digitally, either individually or in groups.				●	●		

- LIN** Competence in linguistic communication
- MST** Competence in mathematics, science and technology
- DIG** Competence in the use of new technologies
- LTL** Competence in learning to learn
- SOC** Competence in social awareness and citizenship
- AUT** Competence in autonomous learning and personal initiative
- CUL** Competence in artistic and cultural awareness

**DIGITAL RESOURCES**

**PUPIL'S IWB**

**LEARNING KIT**

- Interactive activities
- Flashcards
- Presentation
- Song
- Multimedia

**TEACHER'S KIT**

- Test generator
- Wordlist
- Worksheets and templates
- Lyrics
- Multimedia
- 360° evaluation tests

**FAMILY CORNER**

- Presentations
- Wordlist
- Family guide

**UNIT TRACK LIST**

- 🕒 1.03 Page 7, Activity 4 (*How my body works* song)
- 🕒 1.04 Page 7, Activity 5 (*How my body works* song)
- 🕒 1.05 Page 8, Story (*Party games*)
- 🕒 1.06 Page 8, Activity 1
- 🕒 1.07 Page 10, Our five senses
- 🕒 1.08 Page 11, We can see and hear
- 🕒 1.09 Page 11, Activity 1
- 🕒 1.10 Page 11, Activity 2
- 🕒 1.11 Page 12, Activity 2
- 🕒 1.12 Page 13, We breathe oxygen
- 🕒 1.13 Page 13, Activity 1
- 🕒 1.14 Page 14, We eat food
- 🕒 1.15 Page 14, Activity 1 (*Digestion* chant)
- 🕒 1.16 Page 14, Activity 2 (*Digestion* chant)
- 🕒 1.17 Page 15, Everyone is different
- 🕒 1.18 Page 15, Activity 1
- 🕒 1.19 Page 15, Activity 2
- 🕒 1.20 Page 16, We grow and change
- 🕒 1.21 Page 16, Activity 1
- 🕒 1.22 Page 17, Activity 1

## 6 WHAT MY BODY DOES

### SUMMARY

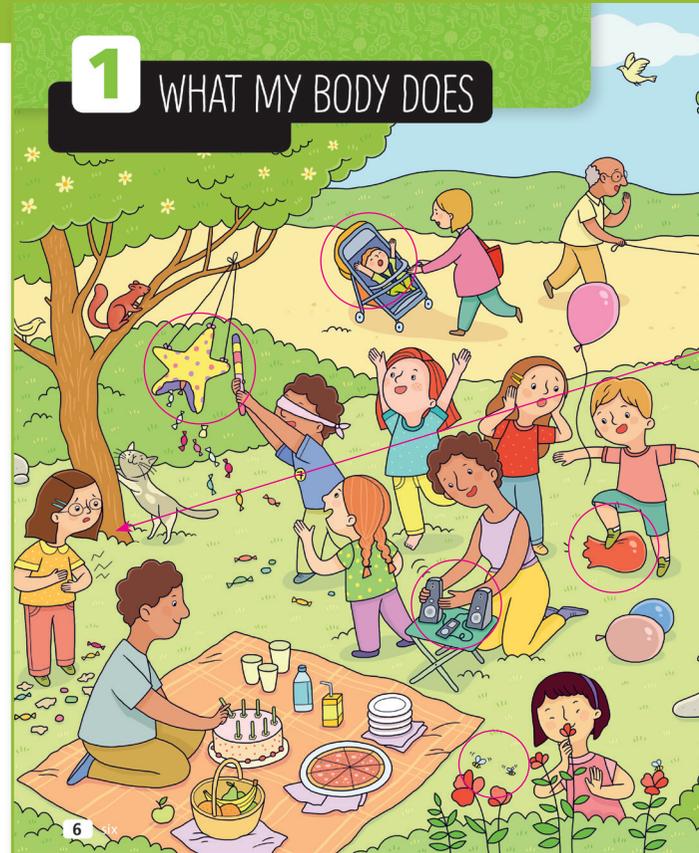
The aim of the unit opener is to activate pupils' prior knowledge of the topic of the unit and stimulate their curiosity for what they are about to learn through activities that develop observation and reasoning skills. Use the picture to activate vocabulary related to the senses, shapes and ageing.

### LANGUAGE

- Party: balloons, piñata, birthday cake, candles, music
- Park: cat, birds, squirrel, dog, bees, trees, flowers
- Food and drink: pizza, sweets, water, juice, apples, oranges, bananas, pears
- Action verbs: play, hit, pop, walk
- Senses: see, smell, hear, touch, feel
- He / She is (playing).
- I can see / hear / smell / touch / feel.

### MATERIALS

Flashcards: bee, biscuits, flower, fruit, grass, grapes, hear, ice cream, nuts, sausages, see, smell, squirrel, taste, touch.



### GETTING STARTED

- Ask pupils: *How old are you?* Encourage them to ask and answer the question in pairs. Use a calendar to help them with the months and, ask: *When is your birthday?* Pupils can raise their hands when they hear their month.
- Ask pupils if they like birthday parties. Elicit games they like playing, and what they like to eat and drink.

### STEP BY STEP

PAGES 6–7

Focus pupils' attention on the scene. Elicit why the children are in the park in the picture. Tell pupils to point to Katie and Ben. Ask: *What is Katie doing?* Ask questions about the things people are doing and the things they can see in the picture. Use yes / no questions for some of the more difficult words: *Is the boy popping the balloon? Is the dog barking?* Use gestures to demonstrate. Ask pupils to say who else is in the park and what they are doing.

### Activity 1

- Hold up a mix of flashcards for food and other objects. Say: *Can you eat (grass)?* Pupils answer yes or no.
- Ask volunteers to write the things you can eat in the picture on the board.

### Activity 2

- Say: *Shh* and tell pupils to listen. Ask: *Can you hear anything?* and cup your hand to your ear.
- Point to the speakers and ask: *Can you hear music?* Pupils circle the speakers and four more things they can hear. Ask: *Have you got five circles?* Refer pupils to the Language tips box and read it together then ask them to tell you their answers in full sentences.

### Activity 3

Demonstrate not feeling well by holding your head and stomach. Say: *I'm not feeling well.* Ask pupils why the girl is not feeling well. (*She is eating a lot of sweets.*) Ask pupils if they eat a lot of sweets and whether sweets are healthy or unhealthy. Elicit what they can eat instead of sweets, e.g. fruit, nuts, raisins.

**LET'S BEGIN**

- Look at the picture. Name three things you can eat. **Banana, pear, cake, sweets, pizza, etc.**
- What can you hear? Circle five things.
- Who is not feeling well? Point.
- Listen to the *How my body works* song. Number the objects in the order you hear them.
- Sing the song and do the actions!

What do you know? Let's find out!

**Language tips**  
I can hear (bees).  
I can hear ...

seven 7

**1.03** How my body works



I see, I see with my eyes [point to eyes]  
 A birthday party in the park [spread arms out]  
 I hear, I hear with my ears [cup hands around ears]  
 Birds singing and a dog's loud bark [one finger pointing up and then down]  
 I smell, I smell with my nose [point to nose]  
 A pizza with lots of cheese [smell and rub tummy]  
 I taste, I taste with my tongue [point to tongue]  
 A birthday cake for me! [lick lips, rub tummy]  
 I touch, I touch with my fingers [rub fingers together]  
 The rough bark of a big tall tree [feel up and down a tree trunk]  
 I touch, I touch with my toes [tap your toes]  
 The soft, green grass growing under me [tap toes and tiptoe around]

**1.03** Activity 4. (*How my body works* song)

**1.04** Activity 5. (*How my body works* song)

**Activity 4** 1.03

Hold up the see flashcard and ask pupils what they can see in the photo. Do the same with the hear, taste, smell and touch flashcards. Play the song, pausing after each part while pupils write the number. Check answers by asking: *What is Number 1?* etc.

**Activity 5** 1.04

Play the song again and show pupils the actions. Encourage pupils to stand up, sing along and do the actions. If time allows, ask pupils to sit down again. Then play the song but do the wrong actions. Elicit the correct actions by asking the pupils to demonstrate.

**TARGETED QUESTIONS**

- ⊙ What can you see in the park? Pupils point to objects in the park picture and name them.
- ⊙⊙ What noises can you hear at school? Pupils describe or make the noises.
- ⊙⊙⊙ What food do you like? Why? Pupils name some food and describe how it tastes.
- ⊙⊙⊙⊙ What games do you like playing with your friends at school? Pupils name the games they like.

- Provide time and support so that the pupils can express themselves.
- Review any new vocabulary.

**WRAP IT UP**

- Play 'I spy with my little eye' or 'I hear with my little ear' with the picture.
- Use the flashcards for the senses. Hold up one card and ask pupils to tell you one thing in the picture that they can see, smell, hear, touch and taste.
- Ask pupils if they have ever had a party in the park. Find out what they like to do to celebrate their birthdays.

**FAST FINISHERS**

Fast finishers can draw a picture of a scene from one of their parties.

**360° EVALUATION**

Download, print and distribute the Diagnostic test and Self-evaluation for the pupils to complete.

## 8 STORY

### SUMMARY

The story sets the scene for the unit and introduces some key vocabulary. In the story, Katie and Ben are playing hide and seek in the park with some friends. It highlights the senses of sight, hearing and smell.

### LANGUAGE

- Parts of the body: eyes, ears, nose, mouth, tongue, fingers, hands, toes, feet
- Senses: see, hear, smell, taste, touch
- Hide and seek, bees, rubbish bag

### MATERIALS

Flashcards: hear, see, smell, taste, touch.

1.05 Story (*Party games*). Script, page 216

1.06 Activity 1. Script, page 216

### GETTING STARTED

- Call one volunteer up to the front of the class. Ask the class: *How many (eyes / legs / fingers) can you see?* Call another volunteer to come to the front. Again ask: *How many (eyes) can you see?* Call up one more volunteer and repeat the counting of body parts.
- Play 'Hide and seek' with an object, e.g. a toy. Three pupils go out of the class. Hide the object in the classroom. Pupils say *hot* or *cold* as the three search for the object.

### STEP BY STEP

PAGE 8

#### Party games 1.05

- Tell pupils they are going to listen to a story about a party game. Point to the first frame and ask: *Who can you see? What are the children playing? Who is counting? Who is hiding? What can you touch?* Point to the other frames and ask: *What can you (hear / smell / touch)?*
- Play the audio and listen to the story. Encourage pupils to follow by pointing to the person speaking in each frame.

### Story

#### Party games

1 Listen, look and act out.



1 Listen and draw lines.



8 eight

- Ask pupils *What other things can you see / hear / smell / touch in a park?*

#### Activity 1 1.06

- Hold up the senses flashcards. Pupils name them. Say: *I see with my eyes.* Encourage pupils to repeat and do the same for the other senses and body parts.
- Say the name of a sense, pupils point to the appropriate part of their own body.
- Read the words together before the pupils draw lines.

### WRAP IT UP

Write the senses on the board. Ask pupils to say things they see, touch, hear, smell and taste.

### FAST FINISHERS

Fast finishers can choose a sense and draw a picture to represent it.

WORK TOGETHER 9

Work together

Discover how our teeth and stomach work

Do you know how our teeth and stomach break down food?

Materials:



1 Work on your own.

How can we represent teeth and a stomach? Match to make sentences.

- a To show the action of our teeth, ...
- b To show the action of our stomach, ...
- 1 ... we can use vinegar.
- 2 ... we can crush the sweets.



2 Work with a partner.

Compare your answers with a partner. Do you agree? Your teacher will give you vinegar and water. With your partner, fill two glass jars. Label them *vinegar* or *water*. Crush one sweet.



3 Work in a group.

Put one whole sweet in water, and one in vinegar. Put one crushed sweet in water, and one in vinegar.

Record your results. Put a tick or a cross.

- The whole sweets dissolve faster.
- The crushed sweet in vinegar dissolves faster.
- The crushed sweet in water dissolves faster.



Evaluate your cooperative learning.

SUMMARY

Pupils will use the *Think-Pair-Share* technique to help them develop their team-working and collaboration skills. First, the pupils will work on their own to answer a question or develop ideas. Next, they will work with a partner to complete the next step in the sequence. Finally, the pupils will work in a group to finalise the activity.

LANGUAGE

- Parts of the body: teeth, stomach,
- Materials: sweets, vinegar
- Verbs: crush, fill, label, record, dissolve

MATERIALS

Flashcards: stomach.  
Jugs, vinegar, sweets, spoons, yoghurt pots, paper, sticky labels.

GETTING STARTED

Show pupils the stomach flashcard. Ask them to point to their own stomach. Write the word on the board.

STEP BY STEP PAGE 9

- **Step 1:** Ask pupils: *What do we do to food with our teeth?* Explain: *crush* – we break food into very small pieces. Ask: *What do we do to food in our stomach?* Explain: *dissolve* – the solid food becomes liquid. Show the pupils the vinegar and explain that vinegar can dissolve food.
- **Step 2:** After pupils have compared their answers, hand out the materials they will use and check the names. Write: *water* and *vinegar* on the board for pupils to copy. Demonstrate how to crush a sweet with a spoon on a piece of paper. Read the instructions with the pupils and check any problems. In pairs, pupils prepare the experiment.
- **Step 3:** Read the instructions with the class and check any problems. Each pair joins another pair. In groups of four they complete the experiment. The crushed sweets in vinegar dissolve quite quickly, so pupils have to watch over their jars. While they wait

they can draw the four jars and label what is in each one in their notebooks. Then they can number the jars in order that the sweets dissolve. Check they know a tick is for correct and a cross is for incorrect. In fours, they decide whether the statements are correct or not.

WRAP IT UP

Explain that the crushed sweets represent the food chewed by our teeth. The juices in our stomach are like vinegar, not water. These juices act faster when breaking down food already ‘crushed’ by our teeth. This is one reason why it is very important to chew our food properly.

360° EVALUATION

Download, print and distribute the Cooperative learning evaluation for the pupils to complete.

## 10 OUR FIVE SENSES

### SUMMARY

Pupils increase their understanding of the senses and the way we use them.

### LANGUAGE

- Parts of the body: brain, eyes, ears, nose, tongue, skin
- Senses: sight, hearing, taste, smell, touch
- Which sense are they using?
- He / she is using his / her sense of (touch).

### MATERIALS

Flashcards: brain, hear, see, smell, taste, touch.  
Different items for pupils to use their senses, like food items to smell or taste, soft / hard objects, e.g. cuddly toys, rulers, objects with a rough surface, such as tree bark, flowers / leaves that have a smell, etc.

1.07 Our five senses

### GETTING STARTED

Show the brain flashcard and ask: *What is it? How do you spell brain? Where is it in our bodies?* Write the word on the board. Make a mind map with the brain in the middle and draw the sense organs around it. With arrows explain: *The information from our senses goes to our brain.* Explain that this helps us to understand what we see, touch, taste, etc.

### STEP BY STEP

PAGE 10

- Divide the class into three teams. Call one person to the board and point to something in the picture on pages 6–7, e.g. cake, flower, for them to draw. Play 'Pictionary'. The team to guess the word first, gets a point.
- Distribute the objects you have brought to different tables around the classroom for pupils to look at, smell, touch, etc. Ask: *Which sense are you using?* Refer pupils to the Language tip box and model the answer. Then, point to the picture and ask: *Which sense is Laura using?* Encourage pupils to answer with a complete sentence.

### Our five senses

Our eyes, ears, nose, tongue and skin collect information and send it to our brain. Our brain helps us to understand the world around us.

Which sense is Laura using?

### Language tips

Laura is using her sense of ...

1 Which sense are they using? Write.



smell



touch



sight

2 What do we see, hear, taste, smell and touch? Draw.



open answer



open answer



open answer



open answer



open answer

10 ten

### Activity 1

Write anagrams of the senses on the board. Pupils can refer to these to complete the activity.

### Activity 2

- Draw five squares on the board similar to the layout in the book. Ask a volunteer to come and draw one thing in the see square. Encourage the pupil to say *I see a ...* Repeat this activity with the other four squares and four more volunteers.
- While pupils are drawing, circulate and point to a pupil's drawing and ask: *What do you (hear)?*

### WRAP IT UP

Play a game. Say an object e.g. *flower, car, milk*. In teams, pupils say if they can see, hear, etc. the object. They get a point for each correct sentence.

### FAST FINISHERS

Fast finishers can draw a picture of themselves using one of their senses and write a sentence about it.

# WE CAN SEE AND HEAR 11

## We can see and hear

We can see different shapes, sizes and colours. We can hear loud sounds and quiet sounds.

What shape is Danny's instrument? Does it make a loud or a quiet sound?



**1** Listen, colour and match.

a brown    b yellow    c green    d red, blue

triangular    square    round    rectangular

**2** Listen and number. Write *loud* or *quiet*.

6    4    2    1    5    3

loud    loud    quiet    loud    quiet    loud

eleven 11

### SUMMARY

Your pupils will distinguish different shapes and sounds to develop their understanding of the senses of sight and hearing.

### LANGUAGE

- Adjectives describing shapes: triangular, square, round, rectangular
- Adjectives describing sound: loud, quiet

### MATERIALS

Coloured pencils, A4 paper, pictures from magazines.

- 1.08 We can see and hear
- 1.09 Activity 1. Script, page 216
- 1.10 Activity 2. Script, page 216

### GETTING STARTED

Revise the senses by saying true or false sentences: *I (see) with my (ears).*

### STEP BY STEP

PAGE 11

Play a game of 'Simon says' to revise body parts and action verbs, e.g. touch your ear, hop on one leg.

#### Activity 1 1.09

- Draw three columns on the board with the headings: *shapes*, *sizes* and *colours*. Draw a triangle, square, circle and rectangle in the first column and elicit the noun and adjective for each. Write these next to the shapes. Draw a big triangle and a small square in the second column. Ask: *Is it big or small?* and write the word next to the shape. For the third column, ask pupils their favourite colour and to draw a shape with that colour.
- Play the first part of the audio and ask: *What colour is the cake?* Check pupils draw the line and colour the object. Continue, pausing after each one to give them time to colour.

- Pupils dictate shapes for each other to draw. Give them an example, e.g. *Draw a big blue rectangle.*

#### Activity 2 1.10

- Say the word *loud* loudly and the word *quiet* quietly. Encourage pupils to repeat the words with you a second time in the same way.
- Point to each photo and ask: *Is it loud or quiet?*

### WRAP IT UP

- Pupils choose a shape and make a collage of that shape with pictures from magazines or their own drawings.
- Pupils make a chart in their notebooks with two columns labelled *loud* and *quiet* and draw objects in each column.

### FAST FINISHERS

Fast finishers can draw classroom objects that have different shapes.

## 12 WE CAN SMELL, TASTE AND TOUCH

### SUMMARY

Pupils will distinguish different smells, tastes and textures to develop their understanding of the senses of smell, taste and touch. They will learn vocabulary related to taste and touch.

### LANGUAGE

- Salty, sweet, sour, bitter, hard, soft, hot, cold
- It smells good / bad.
- It tastes / feels ...

### MATERIALS

Flashcards: smell, taste, touch.

A bag with hard and soft items, e.g. a book, a cuddly toy, a feather, a key, a sock, a sponge. Different things to smell, such as perfume, bread, garlic, coffee, oranges. Things to taste, like salt, sugar, lemons, pitted olives.

**1.11** Activity 2. Script, page 216

### GETTING STARTED

Divide the class into groups. Bring one pupil to the top of the class. Tell them a word to mime for the class. The first group to guess the word gets a point. Repeat this with a few more pupils.

### STEP BY STEP

PAGE 12

Ask pupils: *What's your favourite food? Why do you like it?*

#### Activity 1

- Hold up the smell flashcard. Encourage pupils to finish your sentence: *With my nose I can ... (smell).*
- Pupils smell the objects you have brought to class and decide if they smell good or bad.

#### Activity 2 **1.11**

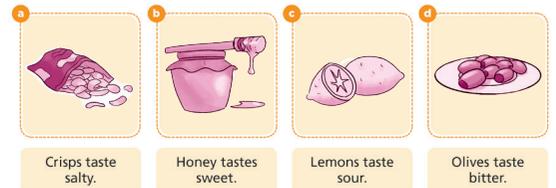
- Hold up the taste flashcard. Encourage pupils to finish your sentence: *With my tongue I can ... (taste).* Ask: *Does all food taste the same?*
- Give some sugar and salt to pupils. Pupils taste the salt. They repeat after you: *It's salty.* Pupils then taste the sugar and say *It's sweet.* Repeat with thin slices of lime and grapefruit. (*It's sour / bitter.*)

### We can smell, taste and touch

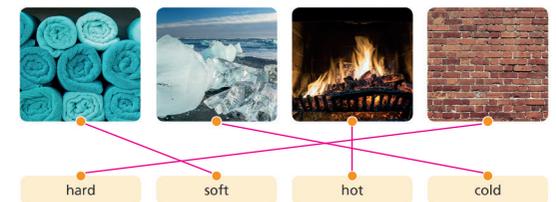
1 Does it smell good or bad? Put a tick or a cross.



2 Listen and find the stickers.



3 How does it feel? Match.



12 twelve

### Activity 3

- Show pupils the *touch* flashcard. Encourage them to finish your sentence: *With my hands I can ... (touch).* Ask: *What things do we touch every day in the classroom?*
- Ask a volunteer to put their hand in the feely bag and hold an object. Ask: *Is it soft or hard? What is it?* Repeat with different pupils.
- Write: *hot* and *cold* on the board. Ask: *Which objects are hot / cold?*

### WRAP IT UP

- Pupils draw an object that smells good or bad. Then ask them to stand in two lines (good vs bad smell) and show each other their pictures saying. *It smells good / bad.*
- Repeat with food and *It tastes good / bad.*

### FAST FINISHERS

Fast finishers can write some sentences about one hard and one soft object they have in their bedroom.

# WE BREATHE OXYGEN 13

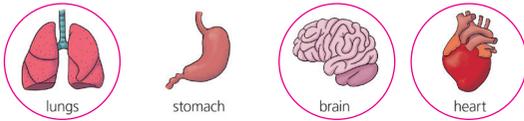
## We breathe oxygen

Our body needs oxygen. We get oxygen from the air we breathe into our lungs. This is called respiration. Our heart pumps the oxygen around the rest of our body in our blood. This is called circulation.

What is Laura doing? Why?



1 Listen and circle.



2 Circle the correct answer.



3 What keeps our lungs and heart healthy? Tick.



thirteen 13

### SUMMARY

Pupils learn about respiration and circulation, and the organs involved. They also consider how we can keep our hearts and lungs healthy.

### LANGUAGE

- Organs: lungs, stomach, brain, heart
- Functions: respiration, circulation
- Oxygen, healthy, blood
- We breathe / exercise
- It pumps

### MATERIALS

Flashcards: brain, heart, lungs, stomach.  
Balloons, construction paper, red and blue wool.

1.12 We breathe oxygen

1.13 Activity 1. Script, page 216

### GETTING STARTED

Tell the pupils to close their eyes and to focus on their bodies and breathing. Ask them to breathe in deeply through their noses and to breathe out through their mouths. After doing this a few times, elicit where the breath entered the body and where it left? Find out if they noticed any changes to their body, e.g. their stomach got bigger / smaller.

### STEP BY STEP

PAGE 13

Demonstrate blowing up a balloon. Ask: *Where does the air come from in your body?* Elicit: *lungs* and show the flashcard. Give pupils a balloon each to blow up with little breaths. Then they can try with deeper breaths. Explain that our lungs can contain a lot of air.

#### Activity 1 1.13

Explain that air contains oxygen and ask pupils why we need oxygen. (*To live*) Draw a large outline of a body. Ask volunteers to put the flashcards in the correct place on the body. Draw arrows to show how the oxygen goes in through the nose / mouth to the lungs and then to the heart and brain. Ask pupils to put their hands on their chests to feel their heart pumping.

#### Activity 2

- Say: *Respiration* and ask pupils to breathe in and out. Say: *We use our lungs to breathe in oxygen.* Say: *Circulation* and mime circular movement around your body. Say: *The heart pumps oxygen around the body.*
- Ask pupils to point to the lungs in the first picture. Ask: *Is this respiration or circulation?* Repeat with the heart for the second picture.

#### Activity 3

Explain that our lungs and heart do important jobs in our bodies. For each photo ask: *Is this healthy?*

### WRAP IT UP

In groups, pupils draw around the body of one of their classmates on a large sheet of construction paper and each draw a smaller picture of lungs, stomach, heart, brains to place in the correct place on the outline.

### FAST FINISHERS

Fast finishers can use red and blue wool to show circulation up and down the body.

## 14 WE EAT FOOD

### SUMMARY

Pupils will learn about the organs which form a part of the digestive system and the process of digestion.

### LANGUAGE

- Digestion: teeth, stomach, small intestine, large intestine
- Digestive system, bloodstream, nutrients
- Verbs: grow, be active, stay healthy, absorb, break down
- Teeth chew food. ... breaks down food. (The food ) goes to the (stomach).

### MATERIALS

Flashcards: circulation, respiration.  
Poster: Body systems.

- 1.14 We eat food
- 1.15 Activity 1 (Digestion chant)
- 1.16 Activity 2 (Digestion chant)

### GETTING STARTED

Ask pupils to run on the spot for 30 seconds. Ask them to place their hand on their heart and tell you what they notice. (*Heart beating faster and breathing faster*) Tell pupils that when we do exercise, we take in more oxygen and our hearts beat faster to pump the extra oxygen around our bodies.

### STEP BY STEP

PAGE 14

Write anagrams for the words *respiration*, *circulation* and *digestion* on the board.

#### Activity 1 1.15

Say: *Our bodies need oxygen, but what else do they need? (Food)* Ask about the digestive process: *Where does food go first in our bodies? And then?* etc. Introduce the names of the organs.

#### Activity 2 1.16

- Point to number 1 on the diagram and say: *What's this? (Teeth)* Say: *Write the word.* Repeat lines from the chant by saying: *We chew food with our teeth.*
- Repeat for the other organs.

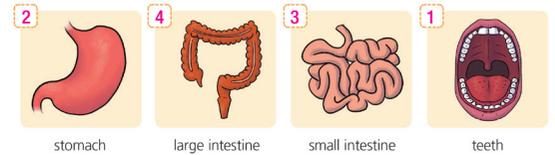
### We eat food

Our body needs food to grow, be active and stay healthy. Our digestive system breaks down the food and absorbs its nutrients. This is called digestion. Nutrients travel to the rest of our body in our blood.

 What is Danny eating?



1  Listen to the *Digestion* chant. Number.



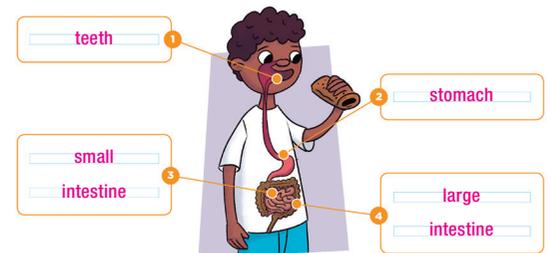
stomach

large intestine

small intestine

teeth

2  Listen again. Label the picture. Use your finger to trace the route of the food.



14 fourteen

### WRAP IT UP

Cover up the titles and labels on the Body systems poster. Ask pupils to identify and explain each system.

### FAST FINISHERS

Fast finishers can draw the digestive system.

#### 1.15 DIGESTION

Digestion, digestion  
We're learning about digestion!  
The food goes in our mouth  
We taste it with our tongue  
We chew it with our teeth  
Until the chewing's done!  
We swallow all the pieces  
And into the stomach they go  
The stomach mixes them with juices  
And off to the small intestine they flow.  
The nutrients travel round our body  
They travel in our bloodstream  
And the waste that is not wanted  
Goes out through the large intestine!

# EVERYONE IS DIFFERENT 15

## Everyone is different

We are all different. Our bodies and faces are different. We like different things and we can do different activities. Girls and boys are different, too.

How are Laura and Danny different?



1 Listen and say the name.



2 Listen and read. Match.

fifteen 15

### SUMMARY

Pupils notice how we are all individuals and all different in how we look, what we like and what we can do.

### LANGUAGE

- Descriptions: long / short / blond / brown / black / red (hair)
- I'm the (tallest). I wear (glasses). I'm (8) years old.

### MATERIALS

- A ball.
- Strips of paper.

- 1.17 Everyone is different
- 1.18 Activity 1. [Script, page 216](#)
- 1.19 Activity 2. [Script, page 217](#)

## GETTING STARTED

Ask for two volunteers to come the front of the class. They should have different hair and eye colour to each other. Ask the rest of the class to identify what is the same about them. Establish that they both have two eyes, two ears, etc. Ask the class if the volunteers' hair is the same or if it's a different colour. Then ask about their eyes and if they wear glasses. Repeat with other volunteers.

## STEP BY STEP

PAGE 15

Pupils create a fact file about themselves. They should include information about: hair, eyes, mouth, height, age, interests, likes and dislikes. They can draw a picture of themselves.

### Activity 1 1.18

Pupils look at the pictures. Ask questions about the appearance of the six children. Pause after each part of the listening and ask: *What does (Sally) look like?*

### Activity 2 1.19

- Explain to pupils that we all look different and we also like to do different things. Say: *I like (playing*

*tennis) but (choose a pupil) likes playing football.* Give pupils a ball to pass round the class. As they pass it around they must say something they like. When the ball has been around the class, say: *You see how we all like different things!*

- Focus pupils' attention on the photos. Ask them what they can see in each one.

## WRAP IT UP

Write three sentence starters on the board: *I have ... , I like ... , I can ...*. Pupils choose one starter and write a sentence with it on a strip of paper. Help where necessary. Pupils then walk around the classroom reading their sentence. They must try to find a classmate with exactly the same sentence. When they have found a classmate, encourage them to find more classmates with the same sentence / information.

## FAST FINISHERS

Fast finishers can write another sentence about themselves and continue to find other classmates with the same sentence.

## 16 WE GROW AND CHANGE

### SUMMARY

Pupils learn that we all grow and change as we get older. They learn about the phases in the life cycle of a human.

### LANGUAGE

- Life cycle: foetus, baby, child, adolescent, adult, older adult
- Verbs: grow, change, become
- How do you change?

### MATERIALS

Flashcards: adolescent, adult, child.  
Ask pupils to bring in photos of when they were babies.

1.20 We grow and change

1.21 Activity 1. [Script, page 217](#)

### GETTING STARTED

Write: *children, adolescents, teenagers, adults, older adults* on the board. Ask pupils to suggest an age range for each of these and write the range next to the word. Ask pupils: *How many people are there in your family?* Review the names for family members and ask pupils how old family members are. Then, ask: *How many are (children)?*

### STEP BY STEP

PAGE 16

- Use the flashcards *child, adolescent* and *adult*. Ask pupils to describe the people and what differences there are between them. Listen to and read the text. Point to the picture of Danny and ask: *How does Danny change?* Elicit responses from your class. (*His hair is longer. He has a beard. He wears different clothes.*)
- Ask pupils to write down things humans do at each stage, e.g. *a foetus kicks, a baby learns to walk.*

### Activity 1 1.21

- Focus pupils' attention on the photos. Ask them which one they think is the first photo in our lives.

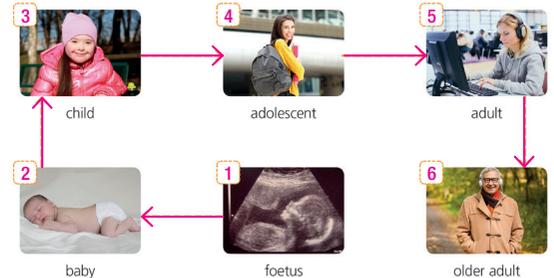
### We grow and change

We all grow and change. Women can have babies. Babies become children. Children become adolescents (teenagers). Adolescents become adults.

 How does Danny change?



1  Listen and number. Trace the arrows.



2  How do you change? Draw.

open answer	open answer	open answer
me as a baby	me now	me as an adolescent

16 sixteen

(*Foetus*) Ask pupils where they think the foetus is. (*In the mother's womb*)

- After listening, ask: *How long is a foetus in the womb? (9 months) What can children do? (Walk and talk) What's another word for an adolescent? (Teenager) When do we stop growing? (When we are adults.)*

### Activity 2

- Encourage pupils to think about what they looked like when they were a baby and about how they are going to change when they are a teenager.
- Pupils show the photos they have brought in of when they were babies and explain how they have changed.

### WRAP IT UP

Ask pupils to draw members of their family and describe how they are different from each other.

### FAST FINISHERS

Pupils draw a picture of other members of their family and label them: *baby, child, adolescent, adult, older adult*.

OUR CHOICES 17

Our choices

Look after your teeth

1 Listen and tick the good advice.



Brush your teeth after every meal.



Visit the dentist regularly.



Eat lots of sweets.



Eat healthy food.

2 Look after your teeth. Make a mini book with your partner.

- a Give your mini book a title.
- b Draw and write about teeth.
- c Leave your mini book in the library for other pupils to read!



SUMMARY

Pupils will discuss ways of looking after their teeth to encourage healthy habits. They will write a mini book about teeth to reinforce what they have learned.

LANGUAGE

- Brush your teeth, visit the dentist, (don't) eat (healthy food / lots of sweets), look after

1.22 Activity 1. Script, page 217

GETTING STARTED

- Ask pupils what is the first step in the digestive process. (*Food goes into the mouth.*) Elicit what things break down the food there. (*Teeth and saliva*)

STEP BY STEP

PAGE 17

Ask pupils: *How many teeth do you have?* Ask them to guess before they count. Ask pupils if they have lost any teeth. Remind pupils about the lesson on growing up and changing and encourage them to say which phase this happens in.

Activity 1 1.22

- Ask: *How do you look after your teeth? How often do you brush your teeth? What food is bad for your teeth? How often do you go to the dentist?* Focus pupils' attention on the photos and ask them what they can see in each one.
- Pre-teach the word *filling*. Ask pupils what happens if they don't brush their teeth, eat a lot of sweets or don't go to the dentist. Discuss how they feel about going to the dentist and if they have any fillings. Elicit ideas about why fillings are sometimes necessary.

Activity 2

Help pupils brainstorm ideas for their mini book. Suggestions: Drawings of a tooth / teeth. Information about how many teeth they have and what they do with teeth that fall out. Food that is good / bad for their teeth. Recommendations about how often to brush their teeth and about going to the dentist.

WRAP IT UP

- Call some pairs of pupils to the front of the class to present their mini books. Encourage the rest of the class to make notes about anything interesting or things they did not know. Allow some time for questions and answers after each presentation.
- Play 'Simon says' with teeth hygiene activities, e.g. flossing, brushing, gargling, rinsing.

FAST FINISHERS

Fast finishers can make a poster of the things they should do to look after their teeth.

## 18 REVIEW

### SUMMARY

Pupils review unit content and undertake a simple end-of-unit test.

### LANGUAGE

- Adjectives: round, square, triangular, rectangular, loud, quiet, salty, sweet, hot, cold, hard, soft
- Verbs: sounds, smells, tastes, feels
- Body: teeth, lungs, stomach, heart
- Breathe, pump, chew, digest
- Life cycle: child, adolescent, adult, baby
- We are ...
- We all like ...

### MATERIALS

Flashcards: brain, heart, lungs, stomach.  
Photo of a baby.

### GETTING STARTED

- Ask a volunteer to stand at the front of the class. Point to different parts of his / her body and ask: *What's this?* or *What is in here?* to revise the names of the body parts and organs.
- Point to different objects in the classroom and ask: *Does it sound loud? Is it square? Does it feel hard?* to revise the adjectives from the unit.

### STEP BY STEP

PAGES 18–19

#### Activity 1

- Ask pupils to draw different shapes in the air with a magic finger. Say: *Draw something round.* Ask: *What did you draw?* (A pizza, a clock) Say: *Draw something triangular.* Again, ask: *What did you draw?* (Some cheese, a slice of cake) Repeat the question with the other two adjectives.
- Ask pupils to colour in their drawings and tell you what they have drawn.

### REVIEW

#### 1 Read and draw an object.

open answer

open answer

open answer

open answer

round

square

triangular

rectangular

#### 2 Circle the correct picture.



It sounds loud.

It smells good.



It tastes salty.

It feels soft.

#### 3 Use the code and circle.



red hot    red soft    green loud    green quiet    red cold  
blue colours    blue shapes    red hard

18 eighteen

#### Activity 2

- Do an opposites matching activity. Write: *loud, quiet, good, bad, salty, sweet, soft, hard* on the board in a random order. Ask pupils to tell you the pairs of opposites and something that is loud, quiet.
- Ask pupils to point to their (eyes, ears) as you say each adjective.

#### Activity 3

Ask pupils: *Can you hear shapes? Can you feel shapes? Can you see shapes? Say: I can see colours with my ...* and encourage them to finish the sentence. Say: *Look at the code. What colour circle do you use for eyes? So, circle the word shapes in blue.* Repeat with loud and cold, then ask pupils to do the other words.

#### Activity 4

Write the words: *respiration, circulation* and *digestion* on the board. Hold up the different flashcards of the organs (heart, lungs, stomach, brain). For each flashcard ask: *Circulation, respiration or digestion?* and place the card next to the word on the board. Ask pupils what they know about these different processes.

4 Write.

teeth lungs stomach heart

- a We breathe with our  lungs.
- b Our  heart pumps blood around our body.
- c Our  teeth chew food.
- d Our  stomach digests food.

5 Read and put a tick or a cross.

- a We are all the same.
- b We all like the same things.

6 Write.

child adolescent adult baby



baby      child      adolescent      adult

What do you know now? Check!

**Activity 5**

Say something about your appearance: *I have (short) hair.* Ask pupils to raise their hand if they are the same or say: *No, no, no* if they are different. Ask pupils: *Are we all the same?* Repeat with something you like, e.g. *I like (tennis).* Ask pupils to suggest other statements to see if the rest of the class are the same or different.

**Activity 6**

Show pupils a photo of a baby. Place it on the left-hand side of the board and write: *baby* underneath. Draw an arrow towards the right and encourage pupils to finish your sentence: *Babies become ...* Write the word *children* on the board and encourage pupils to finish your next sentence: *Children become ...* Finally pupils finish the sentence: *Adolescents become ...* Each time, write the word on the board.

**WRAP IT UP**

Make a list of true / false statements for a class quiz.  
 E.g. *We use our ears to see.*  
*Air goes into your lungs.*  
*Ice cream tastes salty.*  
*Sweets are good for your teeth.*  
*A balloon is round.*  
*Rubbish smells bad.*  
 Give teams a point if they say *true* or *false* and an extra point if they can correct the false statement.

**FAST FINISHERS**

Fast finishers make up some true / false statements to ask a partner.

**360° EVALUATION**

Download, print and distribute the end-of-unit test. Compare the test at the end of the unit with the ones the pupils did at the beginning and during the unit. Ask: *What did you learn?* Elicit vocabulary and concepts for the unit.

**UNIT 1** DIAGNOSTIC TEST

Name: \_\_\_\_\_

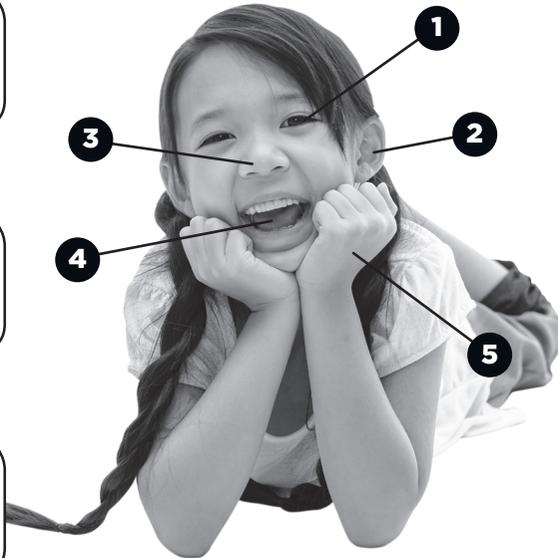
Class: \_\_\_\_\_

**1 Match. Write numbers.**

1 I can see with my eyes.

I can smell with my nose.

I can touch with my skin.



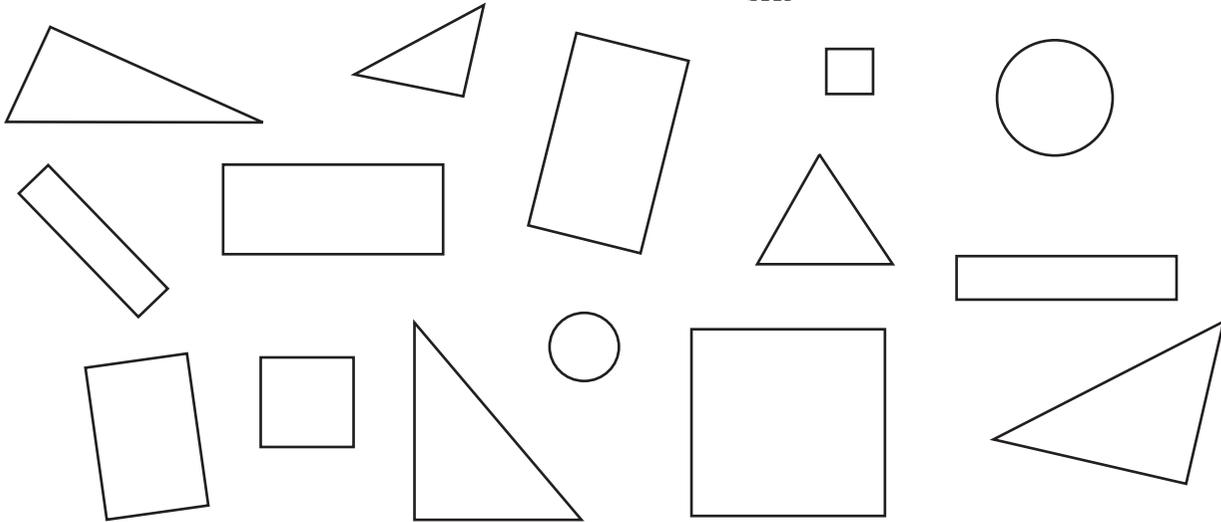
I can taste with my tongue.

I can hear with my ears.

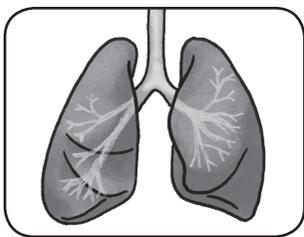
**2 Put a tick for things you hear and a cross for things you smell.****3 Circle the food that tastes sweet.**

**4** Count the shapes.

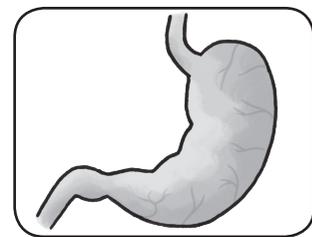
How many squares are there?  
 How many round shapes are there?  
 How many triangles are there?  
 How many rectangles are there?



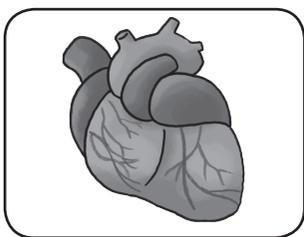
**5** Where are the body parts? Write numbers.



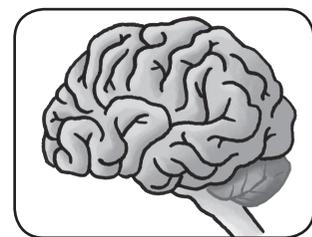
lungs



stomach



heart



brain

**UNIT 1**

## PUPIL'S SELF-EVALUATION

Name: \_\_\_\_\_

Class: \_\_\_\_\_

**What do you know about the body? Tick.**

	<b>I'm an expert!</b>	<b>I know some things but I have some questions.</b>	<b>I have lots of questions!</b>
The five senses			
Oxygen			
The digestive system			
Respect for others			
People grow and change			

**UNIT 1**

COOPERATIVE LEARNING  
EVALUATION

Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Evaluate your cooperative learning. Tick.**

Self-evaluation

	Great work!	Good job!	I can do better next time!
I worked well with my group.			
I waited my turn to speak.			
I listened to the rest of the group members.			
I asked for help when I needed it.			

Group evaluation

	Great work!	Good job!	We can do better next time!
We all contributed to the project.			
We shared our ideas and listened to each other.			
We respected each other's opinions.			
We finished our task on time.			
We all helped to prepare the experiment.			
We solved any problems we had effectively.			
We all enjoyed working together.			

**UNIT 1** END-OF-UNIT TEST

Name: \_\_\_\_\_

Class: \_\_\_\_\_

**1** Complete the sentences.

a table



chocolate



the radio



a flower

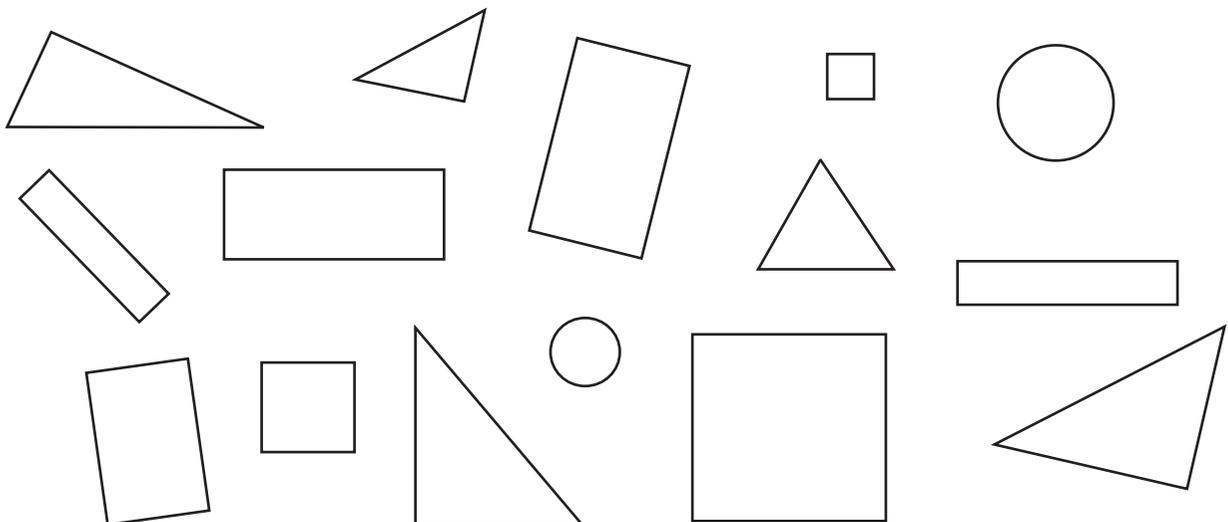
~~the moon~~I can see .I can smell .I can hear .I can touch .I can taste .**2** Colour the shapes.

Colour the triangular shapes red.

Colour the round shapes blue.

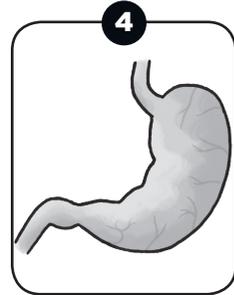
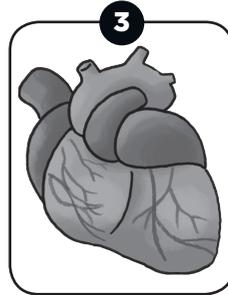
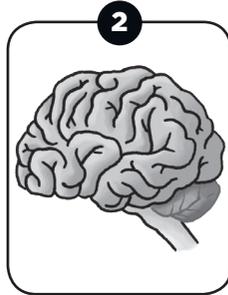
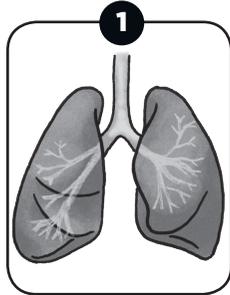
Colour the square shapes yellow.

Colour the rectangular shapes green.



**3** Complete the sentences. Write the number.

-stomach-  
lungs  
brain  
heart



Our stomach digests food.

We think with our \_\_\_\_\_.

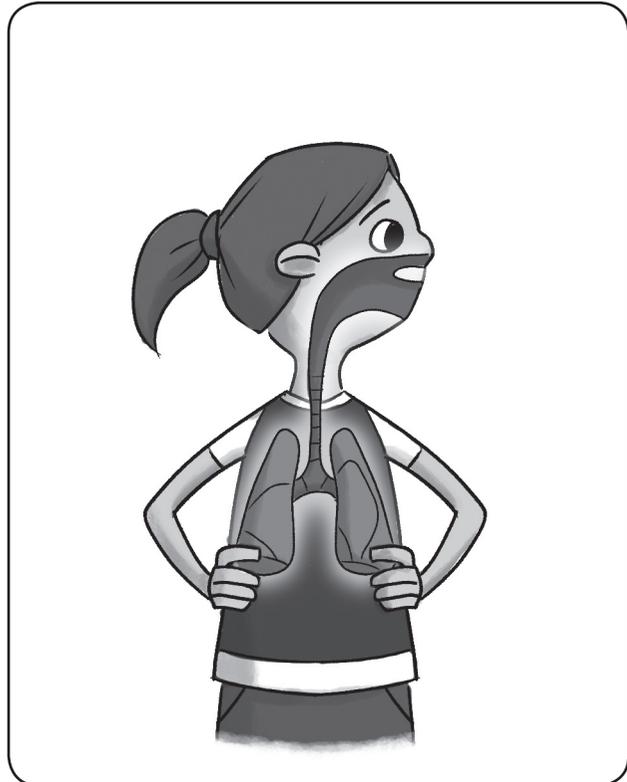
We breathe with our \_\_\_\_\_.

Our \_\_\_\_\_ pumps blood around our body.

**4** Write the names of the systems.

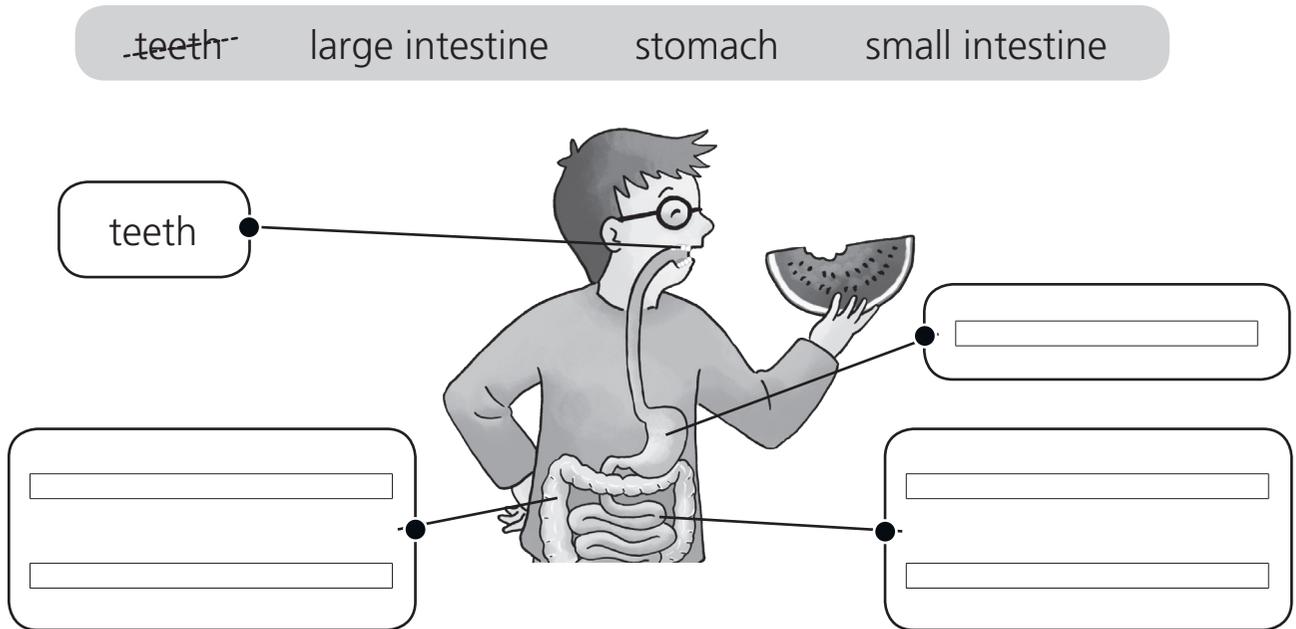


\_\_\_\_\_

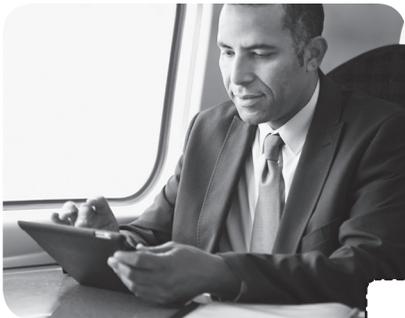


\_\_\_\_\_

## 5 Label the digestive system.



## 6 Number the pictures.



adult



foetus



child



older adult



adolescent



baby



Dear Parent / Carer,

In this unit, your child will begin by looking at the illustration related to the senses and the human body, the unit topic, on the first two pages. This illustration will act as a tool to help the pupils brainstorm ideas and opinions on the subject matter and to assess their previous knowledge. Your child will then listen to and read the story about the course characters, Ben and Katie, who are playing a game in the park. The story will be accompanied by audio and fun illustrations which will ease your child into the unit subject matter while encouraging curiosity and participation.

After the story, your child will move on to the *Work together* section in which they will use a cooperative learning technique to carry out a group experiment. Pupils will learn about how our teeth and stomach work while also developing important team-working and communication skills.

This unit on what my body does will expand on your child's previous knowledge of the senses and the functions on the human body. This will include circulation, digestion and respiration. Your child will learn more about the parts of the body involved in the senses and the functions of circulation, digestion and respiration. Your child will also learn that while our bodies work in a similar way, we are all unique individuals with different personalities, likes and dislikes. Finally, the *Our choices* page will encourage your child to reflect on the importance of looking after their teeth and the things they should do to achieve this.

Useful language tips throughout the unit will provide language support to your child as they talk about the unit content.

### **KEY VOCABULARY**

- Senses: sight, hearing, touch, smell, taste
- Shapes: triangular, square, round, rectangular
- Adjectives: loud, quiet, salty, sweet, sour, bitter, hard, soft, hot, cold
- Parts of the body: lungs, brain, heart, large intestine, stomach, small intestine, teeth, ears, nose, eyes, tongue, skin
- Systems: respiration, circulation, digestion
- Life cycle: foetus, baby, child, adolescent, adult, older adult

### **MATERIALS FROM HOME**

- Photos of when your child was a baby

Have fun!

Best wishes,

Science teacher