

Science:

Learning Objective:

To describe the importance of hygiene for humans

Success Criteria:

C. Describe what good hygiene is

B. Recall and record some examples of good hygiene

A. Describe why it is important for humans to have good hygiene

Starter:

Ask chn what bacteria is and watch part of <https://www.youtube.com/watch?v=flUg1-BSUI> to introduce chn to what bacteria are and what they look like. Share definition of bacteria..

Main:

What hygiene is? Using the PowerPoint share definition on the IWB and that it stops bacteria entering our bodies. Ask chn how bacteria may enter our bodies and examples of good hygiene that could stop this to assess initial understanding. Watch <https://www.youtube.com/watch?v=yTcii3-p-NI> to provide ideas. Following the clip use sand in your hand and sneeze to model the importance of covering your mouth when you sneeze to chn and to represent the invisible bacteria that would fill the room. Then discuss parts of the body that bacteria can enter and record on IWB (mouth, nose, broken skin/cuts). Then discuss and share examples of good hygiene that would stop bacteria entering our bodies through these parts. At tables chn will attempt to write a sentence in their own words to explain what good hygiene is. Below this chn will then attempt to recall and bullet point the good hygiene measures that we discussed together as a class on the carpet.

C: Describe what good hygiene is using visual cues.

B: Describe what good hygiene is and give examples of how you can show good hygiene.

A: Chn to complete B and then explain why it is important for humans to have good hygiene and record what could happen if they don't.

Plenary:

Do a gallery walk of examples of good hygiene afterwards and ask chn to find an example of good hygiene that they didn't include in their list and then add it to their list in a different coloured pencil.

Examples of where bacteria enters our bodies and good hygiene - Mouth – wash hands regularly, make sure anything you are going to put into your mouth is clean, Nose – clean surroundings regularly so lots of bacteria isn't in the air, cover your sneeze so bacteria isn't in the air, broken skin – clean cut with anti-bacterial wipe and wear plasters

Art:

**Learning Objective:**

To investigate dark and light

**Success Criteria:**

- C) Understand how to make paint light and dark
- B) Experiment with making lines lighter and darker
- A) Apply this to create an image

**Challenge:** Write a guide of how to create dark and light paint- can you use the correct vocabulary?

**Resources:** paint, paintbrushes

**Starter:**

Introduce the lesson by showing chn a prepared colour chart going from a dark colour to a lighter colour by having added white. Question if they know how this was made. Teacher to model and discuss with chn that this is called tinting. Show chn another strip where it is getting darker. How do you think I did this? Demonstrate how adding a little bit of black can make the paint darker. Explain that this is shading.

**Main:**

Explain that in this lesson it is about beginning to demonstrate control over the tools used, brushes. Chn are to explore and create tints, starting with blue and moving onto red and yellow. Recap how colours can make you feel from year 1. When chn have finished exploring tinting, they need to explore creating shade with colour.

**C:** Experiment with making paint lighter and darker

**B:** Experiment with making paint lighter and darker and then apply this to painting an object

**A:** Experiment with making paint lighter and darker and then apply this to painting an object. When finished chn to explain what they did to create light and dark tones using paint and use the vocabulary.

**Plenary:**

Have examples of shades and tints on the ppt and ask chn to identify what they are.