The Harmony Trust
Year 5 PSHE Medium Term Plan
Autumn 2

Unit of work: Nutrition and Food	
PSHE/RHE Theme: Health and Well-being	
Assessment Outcomes: • I understand calories • I know that a poor diet has risks associated such as obesity, tooth decay and the impact of alcohol on diet and health • I can prevent the spread of germs, bacteria and viruses by handwashing and cleaning surfaces • I know some facts and the science relating to allergies, immunisations and vaccinations • I can plan and prepare a range of healthy meals • I know that if I eat well, exercise and look after my hygiene I will 'feel' good	
Health and Well-Being	(H1) how to make informed decisions about health (H2) about the elements of a balanced, healthy lifestyle (H3) about choices that support a healthy lifestyle, and recognise what might influence these (H5) about what good physical health means; how to recognise early signs of physical illness (H7) how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle (H8) about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn (H9) that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it (H10) how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed
Relationships Education	
Living in the Wider World	

Key Learning		
Links back to **prior learning**	New learning this unit **(Focus)** **This unit should begin with a recap of links to previous learning**	Links with **future learning**

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In Year 1, children covered the topic of healthy lifestyles where they learnt that being active and resting makes us feel happy and well. They also learnt that taking part in regular daily and weekly exercise is important and learn about what makes a basic healthy diet. They learn that handwashing can keep them safe from germs too. In Year 3, children looked at healthy lifestyles again and introduced nutrition and food. Within these topics they focused on the importance of exercise and hygiene. They also look at basic food groups in more detail than in Year 1 and make a healthy meal or snack as part of their learning.	In Year 5, during nutrition and food children will look deeper into calorie intake, the food groups that they consume and how much of each group makes up a healthy diet. They will look further into the risks of a poor diet and unhealthy lifestyle. They will also plan a healthy diet over a range of meals and not just one meal. Accompanying this they will also outline the benefits of exercise in more detail. Instead of just their own hygiene, they will look at food hygiene and the best ways that it should be prepared.	Later on in the year children will look drugs, alcohol and tobacco as this knowledge about the risks of these will be beneficial when thinking about a healthy lifestyle. They will also look further into their physical, emotional and mental health too.

Vocabulary and terminology arising in this unit: (words in ***italics*** may have been encountered but not explicitly taught as part of a specific lesson)
calories, calorie intake, label, food groups, ***nutrition,*** eat well plate, ***balanced diet, exercise, benefits, risks, germs, bacteria***, contamination, food hygiene, hygiene, prevent, antibody, antigen, immune system, immunise, vaccination, vaccine, virus

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	LO:	Success Criteria	Suggested Teaching Activities	C.C Links
Session 1 Calories ***This lesson should begin with a recap of links to previous learning***	To understand calories.	- Know what calories are. - Know how many calories are allocated to a child between the ages of 7 and 10 - Understand that the calorie amount allocated should not be exceeded on a regular basis. - Identify how many calories are in food items - Suggest ways that calories can be worked off to keep within a healthy range.	**Harmony Pledge Reference: Pledge 1 Be Safe, Healthy and Happy** **Starter:** What are the food items worth in calories? Children to discuss each item with their partner and make an estimate. Teacher to take in a range of estimates and then reveal real calories of each item. Then ask: How much exercise would you have to do to burn it off? Estimate and reveal. **Main:** How many calories do children need? https://www.nhs.uk/common-health-questions/childrens-health/how-many-calories-does-a-child-of-7-10-need/ What are calories? Share what calories are – could be done through a video. Use an example food diary created by the teacher for main activity. Share example food diary as a class - choose a day – How many calories did the person eat that day? Calories to already be listed next to food items to shorten the activity. What would you have to do to work it off? Give some options on the board for the children to choose from. Ensure that they are aware that they don't have to burn all the calories off in a day but they should do enough exercise to get them under the maximum amount if they need to. Once the first one has been done together then set the children to complete the rest of the main task. **Plenary:** Food labels – What do they mean? Look at some food labels on the IWB together and discuss. **Main Task:** Children to find out how many calories were consumed on the other days in the week that have not been filled in and write in the empty box in the diary. Then they will have to choose some exercise options for each day to ensure that the calorie intake stays below the maximum number. ***LA/SEND to be supported as a group by the teacher.*** ***TA to roam support MA/HA children.***	Maths Science
Session 2 Nutrition	To know the different food groups that make a healthy diet.	- List the main food groups - Know what types of food fall into each category.	**Harmony Pledge Reference: Pledge 1 Be Safe, Healthy and Happy** **Starter:** What are the main food groups? Children will have visited this before in a previous year group so see what they can remember. You could then put a few different options correct and incorrect on the board and display an empty plate split into the sections. Fill in the sections with the names together.	Science

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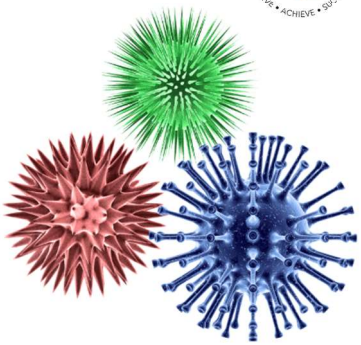
		- Sort items of food into the correct groups. - Understand why our bodies need each food group.	**Main:** Give out a range of images to the class of different food items – the room could be cleared, hall could be used or use an outside space to do a huge food sort with the images. Teacher to put the titles out on the floor and children to sort. This activity could be done as a whole class or in groups – share how the items have been sorted and discuss. Return to class and use the 'Food a fact of life – The eat well guide' to look at the groups in more detail. **Plenary:** Share the reasons why our bodies need each food group and children can check through their answers. **Main Task:** **LA/SEND:** Sort food items into correct section of eat well plate – cut and stick activity and then match the reason why our bodies need each food group. **MA/HA:** Children to be given a blank eat well plate and a list of food items that they can draw into the correct section or write the word. They will have a blank box next to each title to write why the food group is important to the body – this can be found through research. ***T to support MA/HA children.*** ***TA to support LA/SEND children.***	
Session 3 Poor Diet	To understand the risks of a poor diet and unhealthy lifestyle.	- Sort cards into the risks of a poor diet and benefits of healthy diet. - Read an agony letter. - Discuss with partner. - Decide what the risks are to the person. - Respond to the letter.	**Harmony Pledge Reference: Pledge 1 Be Safe, Healthy and Happy** **Starter:** Benefits and risks of diet sorting cards – groups to sort in to risks of poor diet and benefits of healthy diet. **Main:** From the starter just pick out the risks of a poor diet and unhealthy lifestyle and display these on the board as this will be the focus of the lesson today. Show a scenario card on the IWB e.g. I eat chocolate every day and I don't do much exercise – read and respond – Is this healthy? Why? Why not? If this person keeps doing this what could happen? Repeat with another scenario. Set children to task. **Plenary:** Discuss each scenario answered and what the risks are of the poor diet and unhealthy lifestyle choices. Explain that in the next lesson they will be looking at the benefits of exercising and healthy eating so that we understand how to combat the risks discussed today.	Science Writing

			Main Task: Children to respond to scenarios in their book. **LA/SEND –** To respond to the 2 discussed in the main class activity. **MA/HA –** To be given at least 3 different scenarios to respond to. ***T to support LA/SEND children.*** ***TA to roam support MA/HA children.***	
Session 4 Healthy Diet	To understand the benefits of exercising and eating well.	- List the benefits of exercise - List the benefits of eating well. - Present the benefits within a booklet or poster. - Understand the benefits of drinking water in your diet.	**Harmony Pledge Reference: Pledge 1 Be Safe, Healthy and Happy** **Starter:** Can you remember what the benefits of healthy eating and exercise were from last week? Children to have solo think time and then Rally Robin ideas with their partner. Share ideas as a class. **Main:** Reveal the benefits from the previous session of exercising and eating well. Show children the main task and explain they are going to create a heathy lifestyle booklet/poster – ***teacher to decide which to use depending on timescales of lessons.*** Top of poster could be benefits of exercise and bottom benefits of healthy eating – some examples could be shown to help the children with ideas. **Plenary:** What are the benefits of water in our diet? Children to discuss, share and then reveal. Set a little homework task of tracking how many glasses of water they drink a day until the next lesson. Next week you could do a class weekly water collection to see how much the class drinks. If there is a partner class, they could be compared.	Science
			Main Task: Children to create a healthy lifestyle booklet/poster. Booklets/posters can be created using different techniques – they could be drawn by hand, done on word or publisher, or Purple Mash could be used. If working on software, children could create them in pairs and could work mixed ability so that they are supporting each other. ***T to roam support MA/HA children.*** ***TA to support LA/SEND children.***	
Session 5 A balanced diet	To plan a range of healthy meals.	- Understand sugar content. - Order the sugar content in food/drink items - Know the recommended	**Harmony Pledge Reference: Pledge 1 Be Safe, Healthy and Happy** **Starter:** Which foods contain the most sugar? Show a range of food labels on the IWB or have them printed on tables for different items. Children to identify each items sugar content and then order them from having the most sugar to the least. Were there any surprises? Which item? Why? Do you look at the food labels when you buy items?	Science Maths

		calorie intake for children and adults. - Create a healthy eating and exercise plan for 5 days. - Use a food menu to help me choose meal and snack options. - Use an exercise list to choose the best activity option for each day.	**Main:** Show an image of an adult and a child on the IWB. How many calories can these people have? Discuss the calorie intake and also show the difference between adult males and females. Remind children how calories work from a previous session. Discuss with children that they are going to plan 5 days of healthy balanced meals and exercise activities to accompany them for themselves so they need to consider the calories they are allowed. Model one day with the children and then set to task. **Plenary:** Share healthy eating and exercise plans with their partner and then discuss some as a class. **Main Task:** Children to complete a 5 day balanced diet eating and exercise plan for a child of their age. **To support -** All children will be given a menu of food options and meal options to choose from that will show how many calories are in them. Also provide an exercise list that shows different activities and what calories they could burn off. They will then need to ensure they pick meals that keep them under the calorie allowance and ensure that exercise is done every day. ***T to roam support MA/HA children.*** ***TA to support LA/SEND children.***	
Session 6 Vaccinations	To understand that vaccines help prevent a range of infections	- Discuss the word vaccine - Use the story of Edward Jenner to write a playscript - Act in role - Share your understanding of vaccines	**Harmony Pledge Reference: Pledge 1 Be Safe, Healthy and Happy** **Starter:** Show the word hygiene on the board. What does it mean? When have you learnt about hygiene before? What is good hygiene? What is bad hygiene? Discuss questions in pairs and share ideas as a class. Introduce chn to the term: Vaccination. What do they know about vaccinations and vaccines? Recall learning around how germs are spread and the importance of hand-washing. Link to covid-19 and how washing hands is now part of a daily routine. Why? Discuss how people are now being vaccinated against viruses – covid, flu, TB etc. **Main:** Today we are going to learn more about our immune system. Our immune system generally fights any harmful microbes that may enter our bodies. Getting plenty of rest, eating the correct foods and getting lots of sleep all help our immune system work properly hence preventing infection. Another means of assisting our immune system is through **vaccinations**. Vaccines are used to prevent NOT treat infection. A **vaccine** is usually made from weak or inactive versions of the same microbes that	Science Art

			make us ill. In some cases, the vaccines are made from organisms which are similar to, but not exactly, the microbes that make us ill. How do vaccines work? Why do people need them? Explain to the class that vaccinations are a harmless small amount of the microbe/disease markings/outer coat which teaches our body how to fight the bad microbe when or if we get attacked by the disease. Discuss with the class their experiences of vaccinations, which vaccinations they remember getting and when they got them. Show the class images of the disease and bacteria/virus which they have been immunised against. (Available at **www.e-bug.eu**) Emphasise to the class that in the 1700s these diseases were extremely common. Highlight to the class that without their vaccinations, many of the class would not have survived past 5 years of age. Discuss how as babies, they are immunised against various viruses. Do they know these? Explain that things like whooping cough, polio and TB are now extremely rare due to vaccinations. Remind students that some microbes change their outer coats like we change our clothes. Some microbes change their markings/coats so quickly that scientists cannot create vaccines for many infections or they have to make a new vaccine every year, like the flu vaccine. **Plenary:** Complete Vaccines Quiz (Appendix 1)	
			Main Task: Read the story of Edward Jenner, children to recreate the story into a play to present to the class. ***T to roam support LA/SEND children.*** ***TA to support MA/HA children.***	



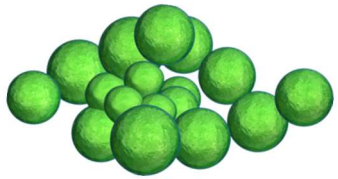
Name:

Appendix 1: Vaccines Quiz:

(taken from e-bug Vaccines Quiz)

Vaccines are used to:	
Prevent infections	
Treat infections	
Postpone infections	

Vaccines can be effective against:	
Bacterial infections	
Viral infections	
Both bacterial and viral infections	
Neither bacterial or viral infections	



By getting vaccinated you can:	
Protect yourself	
Protect people around you	
Protect your useful microbes	

Vaccines are made up of:	
Antibodies	
White blood cells	
Weak or inactive versions of the microbe that makes us ill	
Strong microbes that make us ill	

How do vaccines work?	
They block the entry of microbes in the body	
They kill microbes in your body	
The immune system attacks the vaccine and remembers for next time	

Herd immunity is:	
When animals such as cattle have been vaccinated	
A type of immunity naturally present in the body	
When enough of the population is vaccinated to prevent the spread of	
None of the above	

Which diseases cannot be prevented by vaccination?	
Common cold	
Measles	
Sore throat	
Polio	

Which diseases are eradicated or rare thanks to vaccinations?	
Smallpox	
Cough	
Polio	
Tetanus	

The discovery of vaccinations script

e-Bug

Scene 1 - by a river

Narrator	Edward Jenner was born in 1749. As a young boy Edward enjoyed science and nature, spending hours on the banks of the river Severn looking for fossils.
Jenner	What a lovely day to go looking for fossils on the bank of the river Severn. What could be more perfect!
Narrator	In 1770, at the age of 21, he began training as a doctor in London. Two years later Edward began to practice as a doctor in his home town of Berkeley, Gloucestershire. At this time smallpox and cowpox were a problem!

Scene 2 - Dr Jenner's office

Jenner	Oh come in come in, what seems to be the problem Mr and Mrs Smith?
Mrs Smith	Well Dr Jenner, my husband has got himself a cowpox rash. What can be done for him?
Mr Smith	Also doctor, a friend of mine died last year from smallpox. But he never had cowpox.
Jenner	Yes, do go on Mr Smith.
Mr Smith	Well, I know lots of other people who have had cowpox but then never got smallpox. Do you think this means I won't get it doctor?
Jenner	You know Mr Smith, you are not the first patient to say that to me. I have my suspicions that you are correct. I will investigate the matter.
Narrator	And the good doctor did just that. When milk maid Sarah Nelmes came to Dr Jenner with a cowpox rash he took the opportunity to experiment with the help of an 8 year old boy, James Phipps.

Scene 3 - Dr Jenner's office

Sarah	Doctor, I've got a cowpox rash on my hand.
Jenner	OK Miss Nelmes, let me take a look at that. Right young James, come here please and hold out your hand.
Sarah	What are you doing doctor?
Jenner	An experiment Miss Nelmes, I shall take some of the pus from your rash and scratch it into James' hand.
Narrator	James fell ill with cowpox but soon recovered. Dr Jenner was ready for part 2 of his experiment. It was now that the doctor scratched some pus from someone with smallpox into James' arm.
Jenner	James my boy, if all goes to plan your name will go down in medical history!
James	But what if it doesn't go to plan Dr Jenner?
Jenner	I won't lie to you James, you might well die!
James	(Gulps) Oh!
Narrator	But James didn't die. Jenner had guessed correctly and in time his discovery came to be known as vaccination. He then went on to vaccinate all the local children with cowpox to stop them getting smallpox. Even today his work is still recognized and Gloucestershire Royal Hospital have a unit named after him.

Historic Heroes

e-Bug

Edward Jenner was born in 1749. As a young boy, Edward enjoyed science and nature spending hours on the banks of the River Severn looking for fossils. In 1770, at the age of twenty one, he began training as a doctor in London. Two years later Edward began to practise as a doctor in his home town of Berkeley, Gloucestershire.

During this time, people were terrified of a horrible disease called smallpox. People who got this disease got severe scarring and sometimes even died! As a doctor, Edward Jenner listened to what the country people said about smallpox. They believed that someone who caught a different mild infection called cowpox from their cows would not catch the much more serious smallpox.

Jenner decided to carry out an experiment to see if the people were right. In 1796 a milk maid called Sarah Nelmes came to Jenner complaining of a cowpox rash on her hand. Jenner took some of the pus from the cowpox rash on Sarah's hand. He scratched some of the pus into the hand of an 8 year old boy called James Phipps, the son of his gardener. James fell ill with cowpox but soon recovered.

Jenner then took some pus from someone with the dangerous disease, smallpox, and scratched this into James' arm. James developed a scab but did not develop smallpox, Jenner guessed correctly. Jenner's discovery came to be known as vaccination from the Latin word for a cow: vacca. Jenner went on to vaccinate all the local children with the cowpox to stop them from getting the more dangerous smallpox disease.

VAC SH 1

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