

HEALTHY HUMANS MU PLAN Summer First half term 2026

<p>SUCCESS CRITERIA: On the completion of this topic pupils should be able to:</p> <ul style="list-style-type: none"> Recognise and explain what makes up a balanced diet Understand the benefits of exercise for the body and mind. Understand the importance of good hygiene such as washing and teeth cleaning. Understand the importance of sleep and talk about ways to ensure we have enough quality sleep. Understand importance of staying hydrated. Design, make and evaluate a healthy sandwich/snack. Draw a map of immediate local area including symbols and a key. Talk about what our school and Tibberton would have been like in the past, compare it to present day and explain how we know. 	<p>KEY FOCUS AREAS</p> <p>Mapping our local area & using a key</p> <p>Finding out about our local area and our school in the past.</p> <p>The importance of exercise, hygiene and a healthy diet for humans.</p> <p>Design, make and evaluate a healthy sandwich.</p>	<p>SYNOPSIS: Week 1 - Week 6</p>	
		<p>Week 1</p>	<p>Features and purpose of maps including symbols, key & compass points Explore different types of sandwich/bread tasting</p>
		<p>Week 2</p>	<p>What is our local area like? Village walk. Features/symbols to include. Parts of our body, inside and out. Plan own exploded sandwich/snack</p>
		<p>Week 3</p>	<p>Creating our own map of Tibberton using symbols, key, compass points. How to stay healthy.</p>
		<p>Week 4</p>	<p>Hygiene and hand-washing. Tasting and evaluating s/w fillings. History of our local area, clues we found on our walk, old photos.</p>
		<p>Week 5</p>	<p>Exercise investigation and research. Design sandwich. History of our school, hunt for clues to the past.</p>
		<p>Week 6</p>	<p>Present our findings about our school and local area - poster Make & evaluate sandwich</p>
		<p>Driver: Staying Safe- taking responsibility for our own health. How can we adopt a healthy life style? Knowing our way round local area.</p>	
<p>GEOGRAPHY:</p> <ul style="list-style-type: none"> use basic geographical vocabulary to refer to: key physical features and key human features use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of local environment. 	<p>SCIENCE: Working Scientifically:</p> <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment performing simple tests Identifying and classifying using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions. <p>Y1:</p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Y2:</p> <ul style="list-style-type: none"> Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	<p>KEY QUESTIONS:</p> <ol style="list-style-type: none"> What are the main features and purpose of a map? What is our local area like today? What was our local area like in the past? How can we find out about the history of our school and local area? What does it mean to keep healthy and why is it important? What does a 'balanced diet' mean? Why is exercise important for us? Why is it important to drink water? How can we make sure we get enough sleep? Why is sleep important for our health? Why do we need to keep ourselves clean? 	
		<p>Opportunities for Extension</p>	
		<ul style="list-style-type: none"> Link importance of hygiene and good health to the battle against coronavirus. Extend understanding of a balanced diet to designing more complex healthy meals. Design an exercise circuit to raise the heartbeat. Use & create a range of maps with increasing challenge. Further research into local history 	

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ENGLISH: Key texts: The Disgusting Sandwich~ Gareth Edwards. Key author- Jeff Brown (Flat Stanley books), Winne The Pooh		MATHS: Y1~ Time Place value and number Sharing into groups Comparing numbers Measure Y2~ Time Statistics Revision Multiplication & Division facts Measure	
Design and Technology: Design: <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing. Make: <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks Select from and use a wide range of ingredients, according to their characteristics Evaluate: <ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria		HISTORY: <ul style="list-style-type: none"> learn about significant historical events, people and places in own locality significant events within and beyond living memory and events commemorated through festivals and anniversaries Music: <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 	
ICT/COMPUTING: Through Purple Mash Unit~ Making Music To make music digitally using 2Sequence. To explore, edit and combine sounds using 2Sequence. To edit and refine composed music. To think about how music can be used to express feelings and create tunes which depict feelings. To upload a sound from a bank of sounds into the Sounds section. To record and upload environmental sounds into Purple Mash. To use these sounds to create tunes in 2Sequence.	SMSC/PSHE: ~ Being My Best <ul style="list-style-type: none"> basic first aid - what to do in an emergency awareness of money: saving, budgeting, sensible choices taking responsibility for oneself: healthy & unhealthy choices 	RE: Caring for Others and Our World <ul style="list-style-type: none"> Christian belief about caring for others and the world and how they show their belief Jewish belief about caring for others and the world and how they show this. Why is it important to care for our world and others, how can we do this as individuals? 	ENRICHMENT: Developing the school environment: raised beds Investigate the local area. Meet and talk to a local senior resident
BRITISH VALUES: Democracy - voting for changes and decisions so all voices are heard. Individual Liability - freedom of speech. Tolerance, including of others' religious beliefs- visit to place of worship - church			

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ASSESSMENT DESCRIPTORS	
History Targets - A Year 1 Historian	History Targets - A Year 2 Historian
<ul style="list-style-type: none"> • I can sequence 3 or 4 artefacts from distinctly different periods of time • I can recognise the difference between past and present in my own and others lives • I know and recount episodes from stories about the past • I can use stories to distinguish between fact and fiction • I can compare adults talking about the past - how reliable are their memories? • I can find answers to simple questions about the past from sources of information • I can communicate my knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models.... Writing.. Using ICT... 	<ul style="list-style-type: none"> • I can sequence artefacts closer together in time - check with reference book • I can sequence photographs etc. from different periods of my life • I can recognise why people in the past did things, why events happened and what happened as a result • I can identify differences between ways of life at different times • I can compare pictures or photographs of people or events in the past • I can discuss reliability of photos/ accounts/stories • I can use a source - observe or handle sources to answer questions about the past on the basis of simple observations. • I can communicate my knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models.... Writing.. Using ICT...
Geography Targets - A Year 1 Geographer	Geography Targets - A Year 2 Geographer
<p>I can:</p> <ul style="list-style-type: none"> • Use information books/pictures, aerial maps as sources of information. • Investigate my surroundings • Make observations about where things are e.g. within school or local area. • Use a simple picture map to move around the school; • Recognise that it is about a place. • Learn names of some places • Become familiar with the uses of picture maps and globes • Follow directions (Up, down, left/right, forwards/backwards) • Create own symbols on imaginary map. • Look down on objects eg use an aerial photo to make a plan view map. • Use basic geographical vocabulary to refer to key physical features, including: forest, hill, mountain, soil, valley, vegetation, and key human features, including: city, town, village, factory, farm, house, office. 	<p>I can:</p> <ul style="list-style-type: none"> • Ask simple geographical questions: Where is it? What's it like? • Use NF books, stories, maps, aerial maps, pictures/photos and internet as sources of information. • Investigate my surroundings • Make simple comparisons between features of different places. • Plot & follow a route on a map. • Use a plan view to locate different features. • to spatially match places (e.g. recognise UK on a small scale and larger scale map) • Follow directions (as yr 1 and including NSWE) • Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) • To understand the need for a key. • Use class agreed symbols to make a simple key. • Use teacher drawn base maps. • Use large scale OS maps. • Use an infant atlas • Look down on objects eg use an aerial photo to make a plan view map. • Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Science Targets- A Year 1 Scientist:	Science Targets- A Year 2 Scientist:
<ul style="list-style-type: none"> • I can ask simple questions and recognise that they can be answered in different ways • I can observe closely, using simple equipment • I can perform simple tests • I can identify and classify • I can use observations and ideas to suggest answers to questions • I can gather and record data to help in answering questions • I can identify, name, draw and label the basic parts of the human body • I can say which part of the body links with each sense. 	<ul style="list-style-type: none"> • I can ask simple questions and recognise that they can be answered in different ways • I can observe closely, using simple equipment • I can perform simple tests • I can identify and classify • I can use observations and ideas to suggest answers to questions • I can gather and record data to help in answering questions • I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

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Design and technology Targets- In year 1:	Design and technology Targets- In year 2:
<ul style="list-style-type: none"> • I can draw on their own experience to help generate ideas • I can suggest ideas and explain what they are going to do • I can identify a target group for what they intend to design and make • I can model their ideas in card and paper • I can develop their design ideas applying findings from their earlier research • I can make their design using appropriate techniques • I can select and use appropriate fruit and vegetables, processes and tools • I can use basic food handling, hygienic practices and personal hygiene • I can evaluate my product by discussing how well it works in relation to the purpose • I can evaluate my products as they are developed, identifying strengths and possible changes they might make • I can evaluate my product by asking questions about what they have made and how they have gone about it 	<ul style="list-style-type: none"> • I can generate ideas by drawing on their own and other people's experiences • I can develop their design ideas through discussion, observation, drawing and modelling • I can identify a purpose for what they intend to design and make • I can identify simple design criteria • I can make simple drawings and label parts • I can assemble, join and combine materials in order to make a product • I can follow safe procedures for food safety and hygiene • I can choose and use appropriate finishing techniques • I can evaluate against their design criteria • I can evaluate their products as they are developed, identifying strengths and possible changes they might make • I can talk about my ideas, saying what they like and dislike about them
Music Targets - A Year 1/2 Musician	
<ul style="list-style-type: none"> • To explore different sound sources. • Make sounds and recognise how they can give a message. Identify and name classroom instruments. • Create and chose sounds in response to a given stimulus. • Identify how sounds can be changed. • Change sounds to reflect different stimuli. • Play instruments in different ways and create sound effects. Handle and play instruments with control. • Identify different groups of instruments. • Contribute to the creation of a class composition. • Basic skills developments for composition in KS1 are to be found within 'Exploring sounds' • Perform together and follow instructions that combine the musical elements • Choose sounds and instruments carefully and make improvements to their own and others' work. • Recognise how music can reflect different intentions. 	
PE Targets (Fitness) - A Year 1 Athlete	PE Targets (Fitness) - A Year 2 Athlete
<ul style="list-style-type: none"> • Attempt to run at different speeds showing an awareness of technique. • Run at the appropriate speed over longer distances or for longer periods of time. • Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time. • Begin to link running and jumping movements with some control. • Jump, leap and hop and choosing which allows them to jump the furthest. • Link running, jumping and hopping actions with greater control and co-ordination. • Throw towards a target. • Show some control and balance when travelling at different speeds. • Begin to show balance and co-ordination when changing direction. • Use co-ordination with and without equipment. Link running, jumping and hopping actions with greater control and co-ordination. • Throw towards a target. • Show some control and balance when travelling at different speeds. • Begin to show balance and co-ordination when changing direction. • Use co-ordination with and without equipment. 	<ul style="list-style-type: none"> • Show balance and co-ordination when running at different speeds. • Link running and jumping movements with some control and balance. • Show hopping and jumping movements with some balance and control. • Change technique to throw for distance. • Show control and balance when travelling at different speeds. • Demonstrates balance and co-ordination when changing direction. • Perform actions with increased control when co-ordinating their body with and without equipment

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Games Targets (Striking and Fielding) - A Year 2 Sports Person	Games Targets (Striking and Fielding) - A Year 2 Sports Person
<ul style="list-style-type: none"> • Drop and catch a ball after one bounce on the move. • Throw and roll towards a target with some varying techniques. • Catch a beanbag and a medium-sized ball. • Attempt to track balls and other equipment sent to them. • Strike a stationary ball using a racket. • Run, stop and change direction with some balance and control. • Recognise space in relation to others. • Begin to use simple tactics with guidance. 	<ul style="list-style-type: none"> • Dribble a ball with two hands on the move. • Dribble a ball with some success, stopping it when required. • Throw and roll towards a target using varying techniques with some success. • Catch an object passed to them, with and without a bounce. • Move to track a ball • Strike a ball using a racket. • Run, stop and change direction with balance and control. • Move to space to help score goals or limit others scoring. • simple tactics.
Computing Targets - In Year 1	Computing Targets - In Year 2
<ul style="list-style-type: none"> • I can recognise the ways we use technology in our classroom. • I can keep my password private. • I can tell you what personal information is. • I can describe what actions I will need to do to make something happen and begin to use the word algorithm. • I can be creative with different technology tools. • I can use technology to create and present my ideas. 	<ul style="list-style-type: none"> • • I can talk about the differences between the Internet and things in the physical world and physically follow their instructions. • I can tell you the order I need to do things to make something happen and talk about this as an algorithm. • I talk about the different ways I use technology to collect information, including a camera, microscope • I can use technology to organise and present my ideas in different ways • I can save and open files on the device I use. • I can explain why I need to keep my password and personal information private.