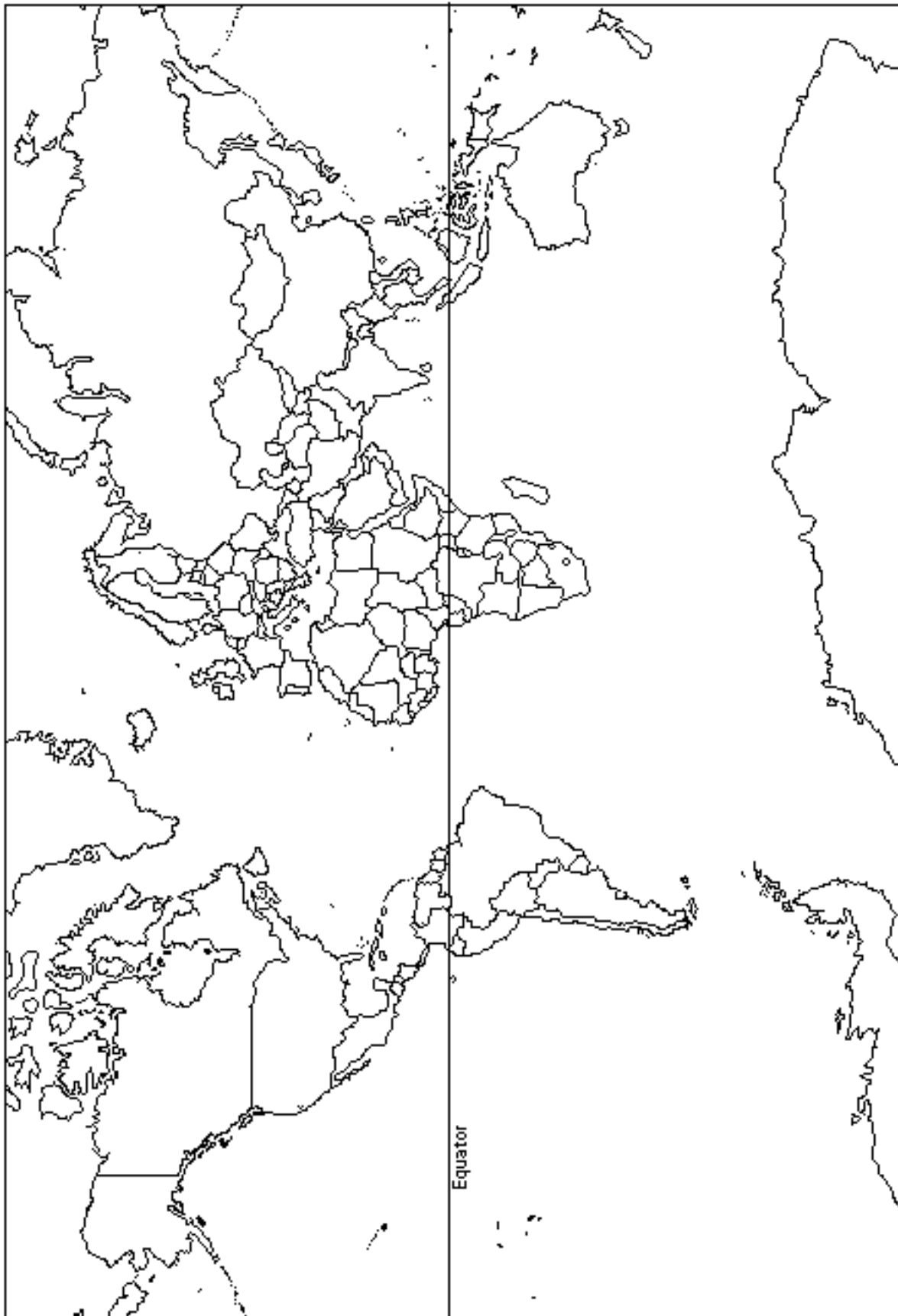


# Fighting Fit!



**Year Two**







# 1. Where in the World?



Mercator Projection, Scale 1:170,000,000

Ask children to locate Spain on the map and then any other countries that they have visited. Show the equator line. Where do you think the hottest/coldest countries are on the map? Why is there a difference in climate in different parts of the world? How do you think the climate will effect what can be grown in those countries?

## 2. Where does our food come from?

Fruit	Where is it grown?	Why is it grown there?
		
		
		
		
		
		

Children should investigate the different countries from which foods originated and consider the effect the climate has on what can be grown in different regions.

### 3. What are our Favourite Fruits?

10						
9						
8						
7						
6						
5						
4						
3						
2						
1						

With children plan and carry out a survey of favourite fruits and help children to present results as a block graph.

## 4. Healthy Eating

Sort a selection of pictures of foods into two groups, such as 'healthy' and 'not as healthy', or 'foods we should eat often' and 'foods we should eat rarely'.

## 5. What do we Eat?

fruit and vegetables



bread, cereals, potatoes



meat and fish



milk and dairy products



fats and sugars



Ask children to keep a food diary of what they eat over a weekend. Then help them to group the foods using the categories above.

**6. How did our food get here?**


**Ask children to choose six of the foods from their food diary. Investigate where the produce originated and consider how it got to us and the distance it traveled.**

## 7. Planning a Meal



Ask the children to plan a meal. They should be given 3 choices –

1. A meal for a special occasion (and therefore may include foods that shouldn't be eaten often).
2. A healthy, balanced meal.
3. A meal that is made from local produce (referring back to work in the previous sessions).

## 8. Five a Day!

Children can create a poster which encourages people to eat 5 portions of fruit and vegetables per day.

## 9. Exercising

Ways of exercising

Before PE

After PE

**Ask children to suggest ways in which we can exercise. Then ask them to discuss how their bodies feel before and after a PE lesson. Produce 'before' and 'after' drawings and descriptions.**

## 10. Taking Medicines

**Devise a list of rules for using medicines safely.**

## 11. Young Animals Growing Into Adults

*child*

*adult*

**Provide children with pictures of adult and child animals. Ask children to match parent and offspring.**

## 12. Looking after Babies and Children

Children generate questions about what a baby and what a toddler can and can't do and about what they need.

# 13. The Difference Between Babies and Toddlers

Babies can



Babies can not



Toddlers can



Toddlers can not



Children use the responses to their questions in the last session to complete the above chart.

## 14. Famous People

Children create a collage of 'famous' people. Encourage them to think about what the word 'famous' means. *Who do they know who is famous? Why is he or she famous? What did they do to become famous? How do we find out about famous people?*

## 15. Famous People



Provide children with pictures of Florence Nightingale and Mary Seacole. Ask them to write questions around the picture eg *What is she wearing? What is he or she doing? Is it a long time ago?* Discuss the questions that the children have come up. Consider what can be established about Florence Nightingale and Mary Seacole just by looking at the picture of them.





## 18. Hospitals Then and Now

Then

Now

Ask children to describe what hospitals are like today. Then ask them to compare this to the hospital that Florence Nightingale went to in Scutari and the hospital that Mary Seacole opened near the front line. Children use a list of items found in hospitals, and draw pictures and label on a 'then' and 'now' sheet as appropriate. They should also try to think of their own hospital items.

## 19. Why did they...?

Empty speech bubble for Florence Nightingale.



Empty speech bubble for Florence Seacole.



Empty speech bubble for Florence Nightingale.



Empty speech bubble for Florence Seacole.



Empty speech bubble for Florence Nightingale.



Empty speech bubble for Florence Seacole.



Provide children with pictures of Nightingale and Seacole with a speech bubble. Ask them to write down a change they made and the reason for it. For example *I cleaned the hospital because...*, *I cleaned the soldiers wounds because...*

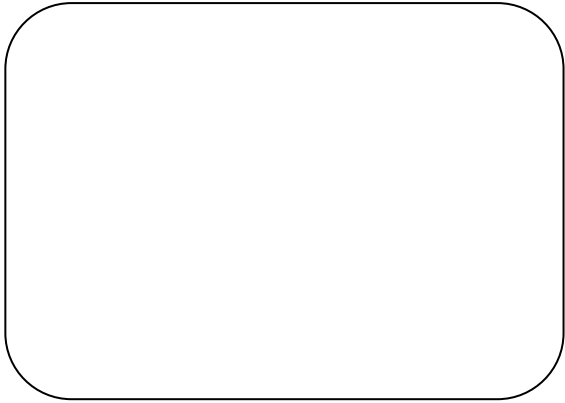
## 20. Similarities and Differences

Similar

Different

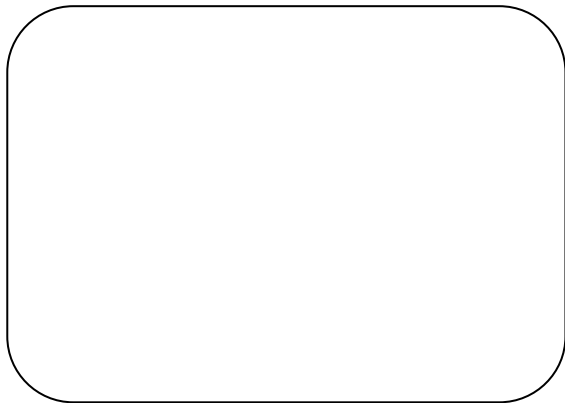
Create a list of comparisons – similarities and differences between the life, works and achievements of Florence Nightingale and Mary Seacole. Talk about how and why they are still remembered today.

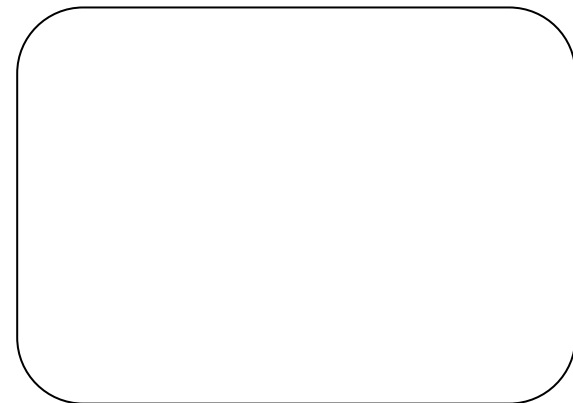
## 21. Describing Materials
















**Pick a material or object and ask children to choose adjectives to describe its characteristics.**

## 22. Changing the Shape of Materials

	twist	bend	stretch	squash
<p>pebble</p> 				
<p>plasticine</p> 				
<p>sponge</p> 				
<p>wooden pencil</p> 				
<p>rubber band</p> 				
<p>metal paper clip</p> 				

Give children a variety of materials to explore ask them to make a variety of shapes eg *by twisting, stretching, bending, or squashing the materials*. Ask them to draw or describe what happens.

## 23. Emergency Vehicles

Ask the children to identify the different parts of vehicles – wheel, axle, chassis, body, cab.  
Children should choose one emergency vehicle and make simple freehand drawings of it and label the parts appropriately.

## 24. Designing a Vehicle

### Design Criteria

- .
- .
- .

### Labelled Diagram

### The parts

### The materials

Explain to the children that they will be designing and making an emergency vehicle that will be suitable for responding to a given emergency. Children should complete a design form using words and diagrams to show their ideas for a vehicle. They will need to bear in the particular purpose that the vehicle has. Encourage the children to consider type and size of vehicle, size and number of wheels, how it might be finished, what extras to add. Ask the children to decide what their vehicle will include - set the design criteria and record them.

## 25. Sorting and Grouping Materials

25. Sorting and Grouping Materials		
	Natural Material	Manufactured Material
Natural Object		
Manufactured Object		

Present children with a careful selection of materials ask them to sort the materials into those which are found naturally and those which are not. Also consider whether the object is natural or has been manufactured. Use the Carroll diagram above to sort the objects.

## 26. Changing by Heating

	Before Heating	After Heating

Discuss materials that change when they are heated eg *clay, cake ingredients, bread to toast, frying or boiling eggs* and record the changes using the table above. Discuss with children whether the fired clay or cooked cake could be turned back into its original form.

## 27. Science Investigation: Melting Ice

Question:

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Results table:


Where will we put the ice?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What will we keep the same?

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Method

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Prediction:

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Conclusion

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Children should make a suggestion of how to use ice to find the warmest place in the classroom. They should carry out an investigation based on their idea. They should record their results in a table.

## 28. Changing by Cooling

Ask children to suggest materials that might change when they are cooled and to think about and find out what happens when *eg soup, tomato sauce* is put in the freezer.

