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Earth & Life Science Series

My Body

***Science activities for
6-9 year olds***

Written by Jane Bourke and Judy Gabrovec. © Ready-Ed Publications - 2005.
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Teacher Information

The Earth and Life Sciences Series is designed to provide teachers of children in the 6 - 9 age range with a set of materials that will give students a more rounded and scientific understanding of their world and their place in it.

Student activities are directed towards meeting the requirements related to Science education as set down in the UK National Curriculum document. This book, **My Body**, relates in particular to the concepts of **Life Processes and Living Things (Sc2)**, at Key Stage 1 and 2 level as indicated in the programme of study. In addition, the activities in the book enable children to utilise some cognitive processes which are incorporated in the **Scientific Enquiry** section of the curriculum.

These include:

Ideas and evidence in science

- collecting evidence by making observations;

Investigative skills

- exploring using the senses of sight, sounds, hearing, smell, touch and taste and make and record observations and measurements;
- communicating what happened in a variety of ways, including using ICT;

Considering evidence and evaluating

- making simple comparisons and identifying simple patterns.

LIFE PROCESSES AND LIVING THINGS

KNOWLEDGE, SKILLS AND UNDERSTANDING

Life Processes

Students will:

- understand that animals move, feed, grow, use their senses and reproduce; **(KS 1 - 1. b)**
- relate life processes to animals and plants and in the local environment; **(KS 1 - 1. c)**
- realise the life processes common to animals include nutrition, movement, growth and reproduction; **(KS 2 - 1. a)**
- make links between life processes in familiar animals and plants and the environments in which they are found. **(KS 2 - 1. c)**

Humans and Other Animals

Students will:

- recognise and compare the main external parts of the bodies of humans and other animals; **(KS 1 - 2. a)**
- understand that humans and other animals need food and water to stay alive; **(KS 1 - 2. b)**
- understand that taking exercise and eating the right types and amounts of food help humans to keep healthy; **(KS 1 - 2. c, KS 2 - 2.b)**
- be aware of the role of drugs as medicines; **(KS 1 - 2. d)**
- learn that humans and other animals can produce offspring and that these offspring grow into adults; **(KS 1 - 2. f)**
- understand that the senses enable humans and other animals to be aware of the world around them; **(KS 1 - 2. g)**
- recognise the functions of teeth and learn how to care for them; **(KS 2 - 2. a)**
- Circulation:** understand that the heart acts as a pump to circulate the blood through vessels around the body, including through the lungs; **(KS 2 - 2. c)**
- Movement:** that humans and some other animals have skeletons and muscles to support and protect their bodies and the help them to move; **(KS 2 - 2. e)**
- Health:** understand the importance of exercise for good health. **(KS 2 - 2. h)**

Living Things in Their Environment

Students will:

- learn ways in which living things and the environment need protection. **(KS 2 - 5. a)**

STRUCTURE OF THIS BOOK

Books in this series are divided into two sections - the section which includes the **“Using Information”** activity pages and that containing **“General Activity”** pages.

Both sections include **Teachers’ Notes** which focus on aspects of subsequent activity pages such as:

- learning outcomes of the relevant pages;
- materials required to complete the activity page;
- teaching suggestions for each page in the section.

“USING INFORMATION” SECTION

All student activity pages in this section are preceded by an **“Information Page”** - a set of notes that provides background knowledge to the activities presented on the worksheet. It is intended that these sheets are also photocopied for students and used by them as they attempt the activity page. It is envisaged that this approach will allow teachers to relate the class Science program to the Language program, through using these Information Pages as opportunities for Reading and Viewing activities. They are ideal for these purposes in that they require students to retell meanings and make simple interpretations for the purposes of completing the accompanying worksheets.

The text in these pages may be at a slightly more difficult level than that presented on the worksheets and further assistance is given by defining some key words or phrases. These are underlined and link to the **Explanations** section at the base of the page, which contains further definitive statements and explanations about the text.

It should be noted that not all the information that is required to complete worksheets is contained in these notes. In fact, children will benefit greatly from introductory discussions and idea sharing sessions about the worksheet in conjunction with the use of the Information Page.

GENERAL ACTIVITIES SECTION

The activity pages in this section (headed ACTIVITY PAGE) utilize traditional print related reference materials for children to complete the set tasks on the sheets. It would be useful for a collection of appropriate books and materials to be assembled before commencing the unit so these can be accessed and used with as little disruption as possible. It is imperative, too, that these sheets are discussed thoroughly before children are set to work.

Lesson Notes

PAGES 8 - 21

CONTENT AREA(S):

- life science

ATTAINMENT TARGETS:

In this section students will:

- label and classify different foods into groups.
- explore their senses.
- label diagrams.

MATERIALS REQUIRED:

- Information Pages
- pencil or pen

TIME:

- Approximately 20-35 minutes.

SUGGESTED ACTIVITIES:

Pages 7/8/9: Food Groups 1 and 2

- Using pictures from magazines, children can make charts showing examples of food from the different food groups.
- Children can record the food they eat over a day. They can then categorize the foods into the five food groups. The results can be compared to the suggested food intake given on the food pyramid. Children can create a menu plan so that a healthy diet.
- Children can investigate the eating habits of their family members by surveying each family member about their daily diet. The children can write a report on the family members with suggestions about how they could improve their diet.

Page 10/11: Tasty Sensations

- Before doing this activity, taste a variety of foods to identify which part of the tongue tastes sweet, sour, bitter, and salty best.
- Test which types of food are easier to taste. Dry food like cream crackers and bread, or soft food like bananas or yoghurt. Discuss the role that saliva has in carrying the food flavour to the bottom of the taste buds so that we can taste it. Dry food needs more saliva and this is why it can be difficult to taste. Saliva also helps make the food into a smooth paste so that it is easier to swallow.
- Investigate how the sense of smell is related to the sense of taste by tasting food blindfolded and with a blocked nose. Discuss whether this makes it harder or easier to identify the food.

Pages 12 - 19: The suggested activities below refer to pages related to the senses.

Children can investigate the five senses using the following fun activities:

- Tickle a friend gently in different places on the body to discover which body parts are the most and least sensitive.
- Try to guess what objects are through touch, when blindfolded.
- Experiment with touching and feeling objects with different parts of the body. For example, roll a tennis ball over the top of the foot, the hand, the hair.
- Investigate how far a friend can see sideways by having them track a pencil from side to side.
- Look at a variety of objects with one eye closed. Discuss what is seen and why.
- Investigate some optical illusions. There are many excellent sites on the Internet that children can explore. Some suggested sites to visit are:
members.aol.com/Ryanbut/optical.html and members.aol.com/gspz2/illusions/
- Experiment with different ear shapes to see which are the most effective for catching sound.
- Students feel their voice by touching their vocal chords as they talk, shout, whisper, and sing. Discuss what happens.
- Demonstrate how sound travels by plucking a rubber band that has been stretched out between two objects. Try to make a lower or higher sound by varying the amount that the rubber band is stretched.
- Do taste and smell tests when blindfolded to identify different foods. Try the taste test with the nose blocked.

Page 20/21: Sound Sleep

- Compare the amount of sleep the different family members have over a period of a week. Discuss the results in relationship to the age and activity level of the family members.

Information Page: Food Groups

There are five main food groups that we need to eat food from every day to stay healthy. Food is the fuel for our body and we need the fuel for energy, to help our body grow and repair itself, and to keep warm.

THE FIVE MAIN FOOD GROUPS ARE:

BREAD

This is the food that we should eat most of. It includes healthy foods like cereals, rice, and pasta. We should eat between six and eleven serves from this group every day. Bread products provide us with carbohydrates which give us energy.

FRUIT AND VEGETABLES

Fruits and vegetables give us fibre and important vitamins and minerals. We should eat at least three serves of fruit and three to five serves of vegetables every day. Because they are low in fat and calories, fruit and vegetables are a healthy snack between meals.

MILK

We should have two to four servings from the milk food group every day. They are the best source of calcium which we need to make our bones strong.

MEAT

We should eat two to three serves a day of the foods in this group. This food group includes poultry, fish, meat, dry beans, eggs, and nuts. The foods from this group give us proteins, iron and zinc.

FATS, OILS, AND SWEETS

Fats, oils and sweets provide hardly any nutrition for the body so we should eat very little from this food group.

EXPLANATIONS

fibre: Fibre is very important in our diet because it helps to move food through the stomach, helping to prevent constipation. Everyone needs some fibre in their diet.

food groups: It is generally thought that there are five main food groups, however, sometimes fruit and vegetables are classed as two separate groups, making six groups in total.

iron and zinc: Iron and zinc are minerals. Our bodies need minerals for the growth and care of our bodies.

milk food group: This food group includes foods like cheese and yoghurt as well as milk. One serve of this food group could be one cup of milk or yoghurt or 1½ ounces of cheese.

nutrition: To give our bodies nutrition, a food must contain vitamins, carbohydrates, proteins, or minerals. A lot of food from this group, such as butter, margarine, gravy, salad dressing, sugar, and jelly, do not contain these things.

proteins: Proteins gives us energy but they also serve as one of the main building blocks of the body. Muscle, skin, cartilage, and hair are all made up mostly of proteins.

vitamins and minerals: Vitamins and minerals keep us healthy. They are known as nutrients. We get vitamins and minerals from the foods we eat. Some important vitamins are Vitamin C, which we get from fruits such as oranges, and Vitamin B which we get from the meat and bread groups. Minerals such as calcium keep our bones healthy. Calcium is found in many milk and dairy products.

serves: A serve of bread could be one slice of bread, one ounce of cereal, or a ½ cup of cooked cereal, rice, or pasta. You should eat between six to eleven serves of bread a day.

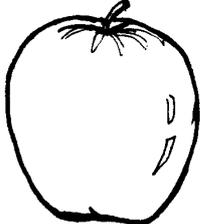
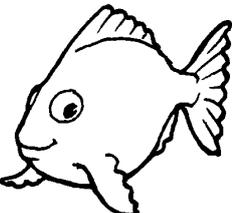
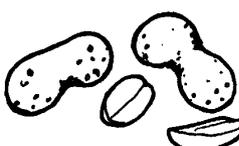
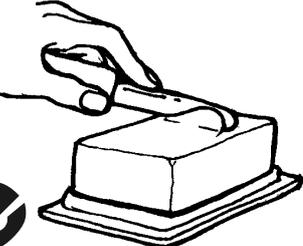
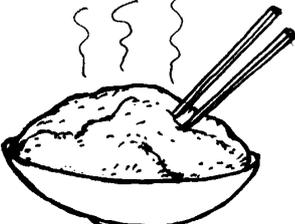
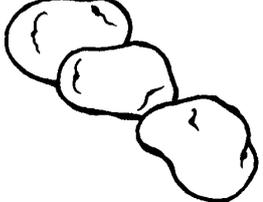
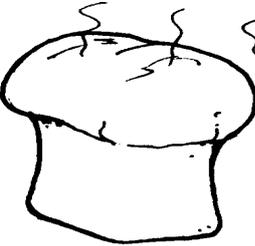
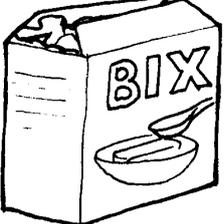
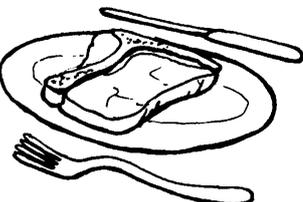
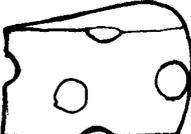
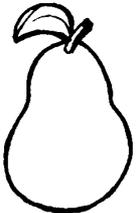
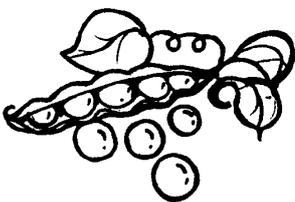
Food Groups - 1

Use the Information Page on The Food Groups to help you complete this page.

What are the **five food groups**?

.....
.....

Label and then cut out the following food items. Classify them into the five food groups and glue them onto the table on the next page.

Food Groups - 2

Paste the food items from the last page in their correct groups.

Fats/Oils/Sweets	
Meat / Protein	
Milk / Dairy	
Fruit/Vegetables	
Bread / Cereal	

Sample

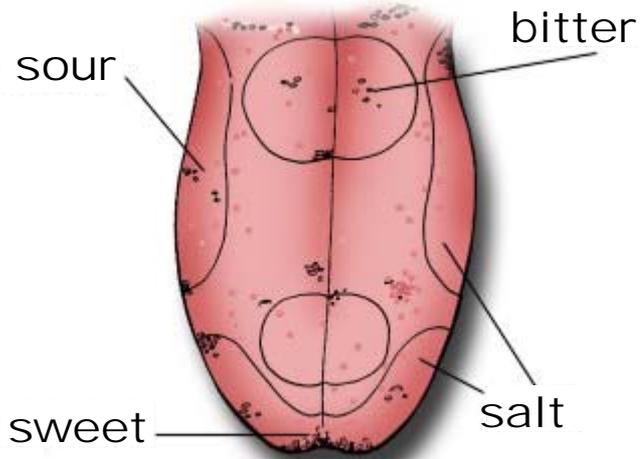
Sample

Sample

Information Page: Tasty Sensations

Your tongue is covered with little spots called taste buds. This is how we taste the different flavours that different foods have. There are four different taste sensations - sour, salt, sweet, and bitter.

The taste buds at different parts of the tongue will taste one taste sensation better than the other tastes. The sides of the tongue recognize salty and sour things best, while the front of the tongue recognizes sweet things best. Bitter food is tasted at the back of the tongue. Most foods are a mixture of all the different tastes.



When we have a bad cold, our food may not taste very good because our taste buds do not work properly. Our sense of taste works with our sense of smell. If our nose is blocked up from a cold, we can't smell very well. If we can't smell something, we can't taste it very well.

EXPLANATIONS

bitter: Most foods are a mixture of all the different taste sensations but some foods and drinks that taste bitter are tonic water, grapefruit, and the peel of a banana.

covered with little spots: Examine a friend's tongue with a magnifying glass to look at their taste buds. You should see little white dots around the edge of the tongue. Identify the different taste buds for the four taste sensations.

salty: Foods that taste salty are salted potato chips, anchovies, corned beef, silverside, and anything that salt has been added to.

sour: Lemons, natural yoghurt, and vinegar are sour tastes.

sweet: Foods with a lot of sugar in them include chocolate, cakes, biscuits and confectionery. Honey is also a sweet food.



Tasty Sensations

Use the Information Page on Tasty Sensations to help you complete this page.

The four tastes are:

..... and

..... and

What do these foods taste like? Add each food below to the right taste area on the diagram of the tongue.

- grapefruit
- potato chips
- buttermilk
- strawberries

- chocolate
- grapes
- natural yoghurt
- tart pineapple

- lemons
- olives
- fruit yoghurt
- sherbet

