



Bones and Joints School

Year 3

Food



English

Each group creates a 2-3 slide powerpoint presentation on a particular aboriginal food or food group. Present to assembly.

History

Focus: Aboriginal food focus on Western Australia
Compare aboriginal food against today's healthy food pyramid and/or the typical diet of someone the students' age.

Mathematics

Focus Measurements related to cooking including varying the ingredients according to the number of people.

Science

What is the effect of adding or removing heat from food?
Observations whilst cooking (working collaboratively)

Geography

What influences people's health? Who is likely to be healthier?

Health and Physical Education

Keep a food diary and assess it against the healthy pyramid and then look at one or two things they could change to improve health (perhaps portion size).
Compare and contrast the contents of various foods. Analyse according to healthy food pyramid. Weigh out portion sizes and draw take photos and display.
potato chips with peanuts; snack bars with sandwiches; milks (flavoured/non-flavoured)

The Arts Visual Arts

Focus Represent various healthy meals, the healthy food pyramid or similar

Languages

Writing shopping lists using appropriate weightings under the food pyramid headings

Technology and Enterprise

Focus Process of preparing of meals
Take photos of process and display with appropriate labels to reinforce the process.

Growth



English

When considering narrative texts, consider the physical as well as the emotional growth of characters. Draw pictures of a character at the beginning and end of the narrative. Include features which emphasise emotional or physical growth.

History

Daily life Examine statistics for the heights of Australians over time. Include the improved growth rates. Link to the history of bed sizes

Mathematics

As part of the discussion of community helpers, Measure and weigh dolls and other favourite friends. (Infant Health Centre)
Present the data and discuss the reasons for the differences in weight, length, circumference of various body parts. Include a labelled drawing of each doll.

Science

Compare a doll with a person of a similar age.. Present data as a table. Decide which are the main criteria which make it either living or non-living.

Geography

On the map, locate the local hospital, doctor's surgery, infant health centre or pharmacy that has a visiting nurse to weigh and check babies. Write directions from their house to a particular health-related destination.

Health and Physical Education

When discussing community health workers, include the role of the community health nurse and the monitoring of babies' health. Also: at home services by other professionals and volunteer groups.

Languages

Learn growth and comparison vocabulary. Say short sentences comparing and contrasting heights etc.

Technology and Enterprise

Design a health care centre (or other appropriate place). Where should the nurse be in a pharmacy?
Write an explanation using a framework..

The Arts Visual Arts

Make origami flowers or trees of different sizes (templates on internet)

Injury prevention & management



English

Write a paragraph recounting what one should do in the event of an accident where broken bones are suspected. Write for a particular audience and use a formal tone and a variety of sentences (topic, developing, supporting, concluding)

History

No activities provided

Mathematics

No activities provided

Science

Consider the link between various unsafe behaviours and the likely consequences. (link to Health and Safety issues)
Survey to find out if anyone has had a broken bone (or relative has) and ask them to describe their treatment and effect of recovery on work and leisure.

Geography

No activities provided

Health and Physical Education

Focus on assessing the first aid of a situation where a broken bone is suspected: Basic first aid

Languages

No activities provided

Technology and Enterprise

No activities provided

The Arts Drama

Adopt the roles of carer and child and role play the interactions when confronted with a danger of broken bone (prevention).

Joints



This section is not provided as the skeleton is more of a focus at this stage.

Skeleton



English

Using the data collected during the Mathematics exercise, and given a framework, present the findings to the class.

Examine x-rays of damaged bones. Write an explanation or narrative of how it may have happened.

Write a thank you letter to doctor nurses or friends thanking for help/get well gifts.

History

Role of aboriginal drawings in maintaining the sense of country.

<http://www.aboriginalartonline.com/culture/culture.php>

Mathematics

Compare the number of bones and joints in different animals (dinosaurs (online research) and choose a particular mode of presentation (graph).

GATE students: Venn diagram of common bones.

Science

Using prediction, group various living things on the basis of whether or not they look as if they have skeletons.

Brainstorm non-living things which seem to have something that functions as a skeleton to support the structure (eg buildings, cars, appliances). Cut and paste on cards from catalogues. Then group and re-group according to living and non-living as well as any other groupings they find. Tick onto bingo cards and play a game.

Geography

No activities provided

Health and physical education

Ask the school nurse to come and monitor heart rates before and after exercise and explain how exercise helps to strengthen bones.

Languages

Play "Hokey Pokey" in target language

http://www.youtube.com/watch?v=QfPg_GzC-HA English version animation

Bing Translator will translate

Technology and Enterprise

Design and make a skeleton puppet and have them act out *Dem Bones and Joints* or *If you are happy...*

The Arts

Drama: Dance *Hokey Pokey*, also *If you are happy and you know it ...*

Art: make a bas relief of hand.

Teeth



English

Include toothpaste and toothbrushes packaging in an analysis of audience and purpose. Draw their own packaging incorporating healthy mouth messages (rather than company claims).

History

No activities provided

Mathematics

In a timeline of their day, include activities to assist in oral hygiene.

Science

Conduct experiments on the effects of various substances on teeth (vinegar, soft drinks, water)

Geography

no activities provided

Health and physical education

Include oral hygiene in this discussion, emphasising flossing and brushing and rinsing. Write an explanation of how decay occurs. (not using too much toothpaste)

Languages

Give simple instructions for cleaning teeth and have students mime appropriately

Technology and Enterprise

Create a two column table with "do's" and 'don'ts' as heading.

Ask students to set two goals for the next week regarding caring for their teeth.

They can either choose behaviours from the "do's" list or plan to avoid behaviours that were on the "don'ts" list. (To be more positive, ask them to choose only from the 'dos' list). Instruct how they are to record behaviours for each day.

Review at the end of a week and write an entry in their journals assessing their success.

The Arts

Discuss the emotions which are conveyed by the mouth and teeth. Draw and label the emotions.