



Bones and Joints School Years F-2

Food



English

- Text form – recipes
- Restaurant behaviour

History

recipes that have been handed down through the family

Mathematics

- Group foods into Healthy Pyramid categories. Emphasise portion size. Weigh the various foods and present in graph form (or other)
- Take in fruit and vegetables that are not yet ready to be eaten (too green). Taste each day and graph how long each takes to become ready to eat.

Science

- Investigating food properties
- Identifying their likes and dislikes
- Plant and tend vegetable garden – identify the plants that provide for healthy bones and joints
- Identify the various actions in the garden – digging, cutting, weeding, spreading etc

Language

Recipes in other languages (watching cooking shows in other languages)

Geography

Healthy foods from around the world

Health and physical education

- Healthy food pyramid
- Student has own blank chart to fill in for a week (tally, graph and display favourite, most eaten etc) [maths]

Technology and Enterprise

- Collect and display tins, packets, containers etc according to the healthy food pyramid
- Recognising the parts of various packaging – especially health labels
- Make soups, stir fries, cakes from garden (using recipes that increase vegetable content – chocolate/beetroot; choc/zucchini; carrot)

Growth



English

Rhyming words: grow, sow, tow, mow etc. Recite various poems (nature). Make up poems using the words (perhaps about seasons/change). Write a description of someone's or some thing's life (using pictures).

History

Living conditions affect our growth. Examine the kinds of shelters used around the world and what they tell us about the lives and health of the inhabitants.

Mathematics

Use photographs of people (cut and paste as necessary) to make cards and then form graphs (by way of card cluster). Construct statistics using students to construct the various data (rearrange the card clusters).

Science

Grow some spring bulbs and observe and record growth. Link cycle to human growth.

Geography

Who helps? Responsibilities as you grow. How you help other family members. How family members help you.

Health and Physical Education

- Keep a monthly measurement chart.
- Use a card cluster to collect information about what we need to be healthy into a brainstorm and then convert into a table.

Languages

Complete card cluster activity using some relevant words from the target language

Technology and Enterprise

Link the purposes and shapes of garden tools to the planting of a kitchen garden.

The Arts

Mime the stages of growing up (to music)
Represent growing up through art – drawing, sculpture

Injury prevention & management



No activities provided as concepts covered elsewhere.

Joints



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

Skeleton



English

F Read some books on animal adventures. Act out the stories.
Watch The Count from Sesame Street's song on bones and the skeleton on Youtube or Sesame Street Website and examine rhythm and rhyme.
Examine the video and pose questions related to why various shots have been chosen.

1 Create a story about the adventures of a skeleton (or a vertebrate and an exoskeleton) and type up on the computer and import clip art.
Given the clip art, students create a sequence and tell the story to the class.
Students give constructive feedback – two good things and a suggestion for the next time.

2 Write a description of a particular skeleton using new vocabulary. Prepare on the computer and import a relevant clip art picture.

History

Given a range of pictures of clothes, students match them with the various parts of the body especially gloves, hats, earrings, belts and explore the order in which we put them on.

Mathematics

F - Use Dr Bones material as the objects to subitise (and to count with a corresponding movement of the bones).
The Dr Bones material may be purchased from Arthritis and Osteoporosis WA.

Science

F – 1 Fossils: bury cleaned/boiled bones in sandpit and children 'discover'.
Make 'fossils' by imprinting on clay/plasticine. Draw and describe.
Younger children: compare and sort diagrams of skeletons (dinosaurs, other) or toys.

1 -2 Students create picture card cluster of animals and things that have structures which are like skeletons or exoskeletons. (crabs, shells, buildings, cars, piñatas, nuts). Card cluster into categories of living/non-living.

Technology and Enterprise

Create a skeleton using the technology process.
Make an animal without bones (eg caterpillar).
Make animal-shaped jellies - gelatine and fresh juices) out of healthy choices – cut up fruit to indicate where some limbs are etc).

The Arts

Drama
F-2 Use the Dr Skeleton material. Play "Pin the bone on the Dr Bones skeleton" similar to "Pin the tail on the donkey"

F-2 Act out safe play and good manners: moving through a crowd, allowing people to pass, stepping out of the way, helping someone who has fallen; correct lifting, asking someone for help if you or someone else has fallen.
Could be in the form of a journey around the classroom.

Teeth



English

F Watch a video from Sesame Street on brushing teeth and retell events using drawings. Identify the process of getting to the video
1 Use of vocabulary related to teeth and dentistry. Colloquial terms for teeth. (eg pegs, fangs, laughing gear)
2 Use poems, songs about teeth to examine word patterns. Recite the alphabet slowly and list the letter sounds that require the use of the teeth.

History

F Using a sequence of family photos including some from earlier times and pose questions and contribute reasons as to why teeth are not shown in very early ones, black and white and colour photos.
1 Given the various ways that people have cleaned their teeth, create a text telling of the development of the toothbrush.
2 Examine the ways in which aboriginal people cleaned their teeth

Mathematics

F-1 Use models/drawings of the teeth of humans and other animals to count and sort into the various functions.
2 Using the idea that the tooth fairy leaves money, work out how much one could/should receive for which kind of teeth. Look at the sequence teeth fall out and then reorder the coins to work out how much money one would have at a certain age. Discuss whether or not one should receive money for losing a tooth.

Science

F •Discuss which teeth are best for biting in this way.
•Trace the journey of the apple around the mouth. Which teeth are used between biting into the apple and swallowing it? What difficulties would arise if any of these teeth were missing?
1 Investigate the ways in which animals keep their teeth clean.
2 Students may work in pairs and use a dental mirror (or other) to check if they have counted their teeth correctly. Invent symbols for missing teeth, fillings, etc. Record in suitable format.
Compare teeth between animals; collect pictures and classify into sets: herbivore, carnivore, omnivore.

Technology and Enterprise

F Examine a tooth brush and make clear the importance of each feature. Label a diagram.
1 Design a better toothbrush, toothpaste dispenser, packaging or some way of encouraging students to brush their teeth.
2 Examine some toothpaste and/or toothbrush packages and suggest ways in which the packaging seeks to attract the purchaser.

The Arts

F Draw and paint a series of pictures demonstrating what happens to

	<p>Languages – no activities provided</p> <p>Geography</p> <ul style="list-style-type: none"> • Compare animal skeletons from around the world especially. Draw and sequence. Describe the similarities and differences to a partner. • Look at animals eaten by Aborigines and Torres Strait Islanders. Sort into those which had backbones or not. • Teacher or students write the two lists and stick pictures or drawings next to it. <p>Health and Physical Education</p> <p>Students trace each other and cut and glue the larger bones onto correct places. What to do if someone falls and is injured and may have broken a bone.</p>	<p>teeth as they decay.</p> <p>1 Create a drama presentation telling the story of a tooth that is not looked after and decays. Perhaps arrange a happy ending after a visit to the dentist! Present at assembly.</p> <p>2 Examine the role of a graphic designer. Pretend they are a graphic designer and make posters to encourage students to brush their teeth.</p> <p>Languages (no activities provided)</p> <p>Geography (no activities provided)</p> <p>Health and physical education</p> <p>F Watch brushing teeth video and practise the actions. (Sesame Street)</p> <p>Students are given their own chart of teeth and add and subtract as they grow or fall out.</p> <p>1 Review student teeth cleaning routine and set short-term goals</p> <p>2 Chart the growth of teeth from birth to old age. Emphasise role of cleaning.</p>
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