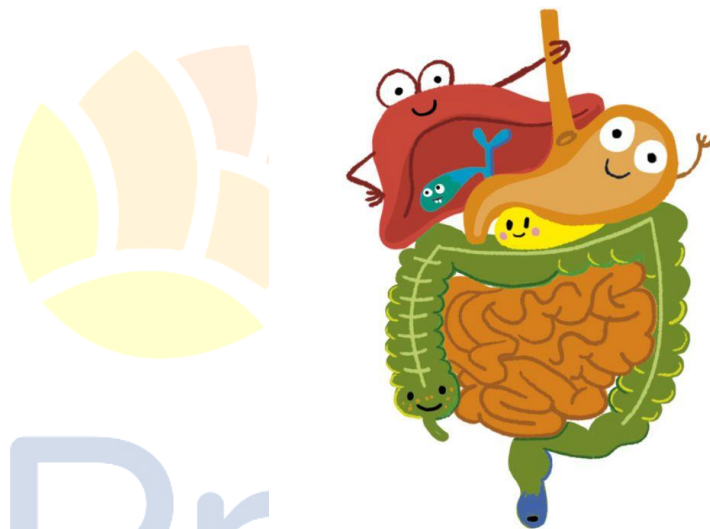


Burps, Bottoms and Bile



Year Group: 3/4
Cycle B
Spring Term 2

Half Term Learning Focuses

Science Animals, including humans: digestive system and teeth, human skeleton and muscles	Design and Technology Cooking and nutrition: Understand and apply principles of healthy diet, prepare and cook healthy foods, understand where food comes from.	RE	PSHE SCARF: Growing and Changing	Key Text/Text Types Fiction - Bill's New Frock (rags to riches) Non-Fiction – Discussion (Is it better to be a girl or a boy?)
Climate/Environment Link Impact of meat and dairy production on the environment	Music Y3 Recorders Y4 Violin	Computing Presentation	MFL German	PE Orienteering

Science

National Curriculum (Knowledge and Skills): Pupils should be taught to:

Year 3

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement

Year 4

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions

Year 3 and 4 – Working Scientifically

- ask relevant questions and use different types of scientific enquiries to answer them
- make systematic and careful observations
- record findings using simple scientific language, drawings, labelled diagrams
- identify changes related to simple scientific ideas and processes
- report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- use straightforward scientific evidence to answer questions or to support their findings

Suggested Investigation

Show the digestive system using food and a pair of tights.

- <https://www.stem.org.uk/resources/elibrary/resource/35396/digestive-system-experiment>

Prior Learning

Forever Firs children working at ARE should already be able to:

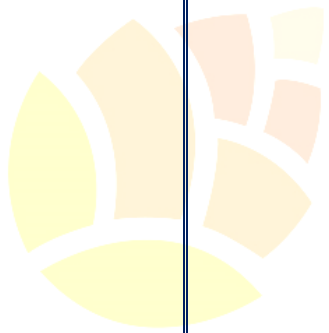
- ask simple questions and recognise that they can be answered in different ways
- observe closely, using simple equipment
- perform simple tests
- gather and record data to help in answering questions
- identify and classify
- use their observations and ideas to suggest answers to questions
- find out 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

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Teeth	Healthy	Nutrition	Waste	Digestive system	Faeces
Mouth	Unhealthy	Skeleton	Absorb	Saliva	Urine
Tongue	Body	Muscle		Stomach acid	Incisors
Chew	Adult/baby teeth	Support		Stomach	Canines
Swallow		Protection		Large intestine	Premolars
		Movement		Small intestine	Molars

Science Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE



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Design and Technology

National Curriculum: Pupils should be taught to:

- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- understand and apply the principles of a healthy and varied diet

Curriculum Intentions (Key Knowledge and Skills to be learned):

- Children will learn about healthy and unhealthy food groups.
- They will learn about where different meats, fruits and vegetables come from, examining the difference between intensively reared meats and sustainable, organic and/or free-range farming methods.
- They will learn that fresh food is healthier than processed foods
- They will examine and compare the sugar content of a range of popular drinks and snacks.
- They will learn how to make healthy snacks, with no added sugar.

Climate/Environment Link

- Children will learn about the impact of meat and dairy production on the environment e.g. deforestation, soil degradation, loss of natural habitats and biodiversity, water use in meat and dairy production and fresh water scarcity, pollution of rivers and oceans from animal waste, use of pesticides reducing the number of pollinating insects.

Age Related Subject Skills (Progression Guidance):

Make

- Order the main stages of making
- Produce detailed lists of tools, equipment and materials that they need
- Follow procedures for safety
- Use a wider range of materials and components, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components

Cooking and Nutrition

- Know that a healthy diet is made up from a variety and balance of different foods and drinks, as depicted in the 'eat well' plate
- Know that to be active and healthy, food is needed to provide energy for the body

Cooking and Nutrition (continued)

- Measure using grams
- Follow a recipe
- Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world
- Know that seasons may affect the food available
- Understand how food is processed into ingredients that can be eaten or used in cooking
- How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source
- How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking

Prior Learning Forever Firs children working at ARE should already be able to:

- Know where food comes from
- Use appropriate equipment to weigh and measure ingredients
- Prepare simple dishes safely and hygienically, without using a heat source
- Use techniques such as cutting
- Name and sort foods into the five groups of the 'eat well' plate
- Know that everyone should eat at least five portions of fruit and vegetables every day

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Meat	Healthy	Sweet	Recipe	Intensive farming	
Fruit	Unhealthy	Savoury	Peeling	Organic	
Vegetables		Grain	Chopping	Free range	
Bread		Variety	Slicing	Fresh/processed	

Snack		Balance Energy Hygienically Portions Caught Ingredients Nutrition	Grating Mixing Spreading Grown Grams Reared	Seasonality	
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Design and Technology Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
			

MFL

National Curriculum: Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing

Curriculum Intentions (Key Knowledge and Skills to be learned):
(Early Start German, Chapter 1.10- The Alphabet, and Chapter 1.11 – My Family)

- Children will learn the German names of letters of the alphabet
- They will learn about different pronunciations of graphemes
- They will learn how to spell their name using German letter sounds, and how to ask another person to spell their name
- They will learn about the German handwriting style
- They will learn how to talk about their family and who is in it
- They will learn to ask another person about their family and who is in it

Age Related Subject Skills (Progression Guidance):

Year 3

Speaking and Listening

- Respond to simple questions with support from a spoken model or visual clue
- Respond to spoken instructions
- Discriminate sounds and identify meaning when items are repeated several times
- Greet others with confidence and reply to the questions
- Know a well-known children's song in language studied
- Sing a song from memory, with clear pronunciation
- Identify common nouns
- Begin to know some key vocabulary e.g. body parts, colours

Reading

- Recognise some familiar words in written form

Year 4

Speaking and Listening

- Identify and pronounce accurately the names of some countries and towns
- Sing a song from memory on a related topic
- Listen with care
- Listen to a story and select keywords and phrases from it
- Ask and answer simple questions with correct intonation
- Remember a sequence of spoken words
- Speak clearly and confidently
- Initiate a conversation when working with a partner
- Express opinions

Reading

- Understand words displayed in the classroom
- Research additional vocabulary using a dictionary

<ul style="list-style-type: none"> • Recognise and read known sounds within words • Read some key vocabulary <p>Writing</p> <ul style="list-style-type: none"> • Write some of the numbers to 20 from memory • Experiment with writing simple words • Copy accurately in writing some key words • Copy or label using single words or short phrases <p>Knowledge about languages</p> <ul style="list-style-type: none"> • Understand and start to use some basic core structures <p>Knowledge about the country/culture</p> <ul style="list-style-type: none"> • Understand the differences in social conventions when people greet each other 	<ul style="list-style-type: none"> • Read familiar words and join in with a non-fiction text / story <p>Writing</p> <ul style="list-style-type: none"> • Write familiar words and simple phrases from a model • Understand and write a short email using structures learnt <p>Knowledge about languages</p> <ul style="list-style-type: none"> • Understand the main core structures and begin to use some actively. • Identify phonemes that are the same as or different from English or other languages they know <p>Knowledge about the country/culture</p> <ul style="list-style-type: none"> • Investigate aspects of lifestyle in selected country e.g. food or leisure activities • Investigate weather patterns of select country
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Prior Learning

Forever First children working at ARE should already be able to:

- Name the days of the week and ask and answer the question 'What day is it today?' in German.
- Read the names of the days of the week.
- Sing a simple German song about the days of the week.
- Join in with a simple children's story told in German using the words and phrases they have learned (including numbers 1-5)
- Ask and answer the question 'What's the weather like?' in German.
- Label pictures about the weather with the correct German phrase
- Identify which German words and/or phrases relating to the weather and days of the week are similar to English words and/or phrases.

Key Vocabulary

German	English
Wie schreibt man...?	How do you write/spell..?
Der/ein Buchstabe	The/a letter (of the alphabet)
Die Familie	Family
Der Bruder	Brother
Die Schwester	Sister
Der Vater	Father
Die Mutter	Mother
Der Opa	Grandfather
Die Oma	Grandmother
Das ist mein/meine...	That is my...
Hast du Geschwister?	Do you have any brothers or sisters?
Ich habe...	I have...
Eine/einen/	One
Zwei	Two
Ich habe keine Geschwister	I have no brothers or sisters
	Masculine/feminine/neuter nouns
	Pronouns
	Subject/object

MFL Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE

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Computing

National Curriculum:

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Key Lines of Enquiry: How do I create an electronic presentation to show what I have learned about the digestive system? (Using Powerpoint software)

Curriculum Intentions (Key Knowledge to be learned):

- Children will learn how to create a Powerpoint presentation.
- They will learn how to add, move and delete slides
- They will learn to use headings to organize their presentation
- They will to insert text boxes and images
- They will learn to use design features to make their presentation attractive

Age Related Subject Skills (Progression Guidance):

- *Choose a suitable font*
- *Choose suitable images to accompany the text*
- *Learn how to add word art and animations*
- *Use more than two fingers when typing*
- *Use a spell checker*
- *Insert images using clipart and online search*

DDAT

- Digital Publishing: Pupils learn how to use software to create an e-book, brochure or poster on a given subject
- Presentations: Pupils learn to write and deliver a presentation on a given subject
- Graphics: Pupils learn how to take, adapt or create images to enhance or further develop their work

Prior Learning

Forever Firs children working at ARE should already know:

- How a keyboard helps them to present their information as they wish on screen including the use of the spacebar, backspace, shift, and enter. They will understand how specific keys help them provide information onscreen, which is clear and error free.
- How images can support the information that they have written and give additional information to the reader.
- How to think about the purpose of their work and learn why they should edit their work to present it for the audience (including different presentational features: font size, colour and style)
- How to add texts to photographs and apply their English skills to label images or write simple sentences to create a story (2create A Story)
- How a computer system can save work and that it can be worked on it the future.
- That digital content can be printed to create paper-based information.
- That artistic images can be created on a computer as well as on paper.
- They will begin to link what they already know about art to create a picture electronically (explore shape, line and colour, talk about their choice of tools, talk about the differences between a graphics package and paper-based art activities).

Forever Firs children working at ARE should already be able to:

- Learn to save, open and print work
- Use a keyboard to print letters onscreen
- Use a mouse to select between letters and word
- Use the mouse to click, drag, drop when creating artwork
- Highlight text to change the colour, font type and size
- Add text boxes to create captions for images

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Line Colour Size Drag Click	Type Shape Title	Audience Animations Presentation Open Suitable Heading	Evaluate Impact Effect Insert Images Organise	Graphics Spell Check Search Engine Copy Paste Save Clipart	Powerpoint Word Art Font Mouse Keyboard Keys

Computing Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE

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PE

National Curriculum:

- take part in outdoor and adventurous activity challenges both individually and within a team

Curriculum Intentions (Key Knowledge to be learned):

Children will work through the progressive activities in the following activity pack -

https://www.britishorienteering.org.uk/images/uploaded/downloads/schools_tri_o_resources.pdf

Age Related Subject Skills (Progression Guidance):

- Orientate simple maps and plans
- Mark control points in correct position on map or plan
- Find way back to a base point
- Co-operate and share roles within a group
- Listen to each other's ideas when planning a task and adapt
- Take responsibility for a role within the group
- Recognise that some outdoor adventurous activities can be dangerous
- Follow rules to keep self and others safe
- Select appropriate equipment/route/people to solve a problem successfully
- Choose effective strategies and change ideas if not working

Prior Learning

Forever Firs children working at ARE should already be able to:

- Use simple maps and diagrams to follow a trail
- Work with friends to plan and share ideas
- Comment on how they went about tackling a task
- Discuss how to follow trails and solve problems
- Work with friends to select appropriate equipment for the task

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Tag	Whistle	Orientate	Co-operate	Hurdle	
Walk	Team	Map	Adapt	Punches/markers	
Run	Plan	Plan	Strategies	Slalom	
Hop	Safe	Boundary	Symbols		
Jog	Share	Leader	Key		
Skip		Agility	Roles		
		Responsibility			

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