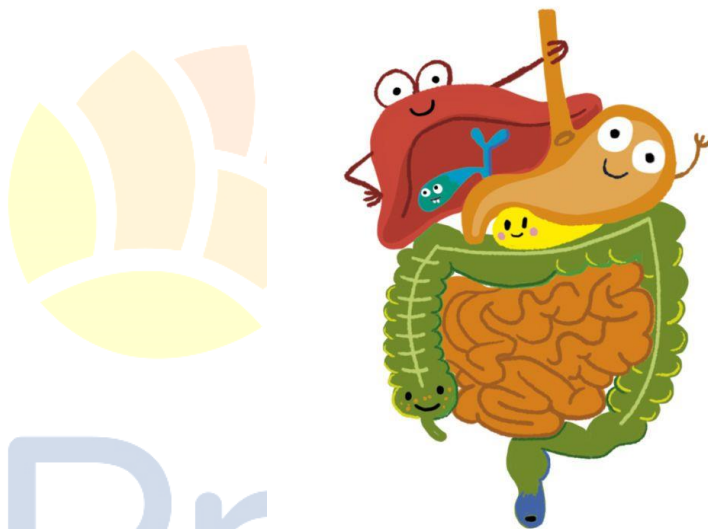


# Burps, Bottoms and Bile



Year Group: 3/4  
Cycle B

## Half Term Learning Focuses

<b>Science</b> Animals, including humans: digestive system and teeth, human skeleton and muscles	<b>Design and Technology</b> Cooking and nutrition: Understand and apply principles of healthy diet, prepare and cook healthy foods, understand where food comes from.	<b>RE</b>	<b>PSHE</b> SCARF: Growing and Changing	<b>Key Text/Text Types</b> Fiction - Bill's New Frock (rags to riches) <b>Non-Fiction</b> – Discussion (Is it better to be a girl or a boy?)
<b>Climate/Environment Link</b> Impact of meat and dairy production on the environment	<b>Music</b> Y3 Recorders Y4 Violin	<b>Computing</b> Multimedia	<b>MFL</b> German	<b>PE</b> 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 Mouth Tongue Chew Swallow	Healthy Unhealthy Body Adult/baby teeth	Nutrition Skeleton Muscle Support Protection Movement	Waste Absorb	Digestive system Saliva Stomach acid Stomach Large intestine Small intestine	Faeces Urine Incisors Canines Premolars Molars

## Science Assessment

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



## 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	Grating	Seasonality	
		Energy	Mixing		
		Hygienically	Spreading		
		Portions	Grown		
		Caught	Grams		
		Ingredients	Reared		
		Nutrition			

## Design and Technology Assessment

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## 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
- Recognise and read known sounds within words
- Read some key vocabulary

**Writing**

- 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

**Knowledge about languages**

- Understand and start to use some basic core structures

**Knowledge about the country/culture**

**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
- Read familiar words and join in with a non-fiction text / story

**Writing**

- Write familiar words and simple phrases from a model
- Understand and write a short email using structures learnt

**Knowledge about languages**

- 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

- Understand the differences in social conventions when people greet each other

#### Knowledge about the country/culture

- Investigate aspects of lifestyle in selected country e.g. food or leisure activities
- Investigate weather patterns of select country

#### Prior Learning

Forever Firs 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

Wie schreibt man...?  
 Der/ein Buchstabe  
 Die Familie  
 Der Bruder  
 Die Schwester  
 Der Vater  
 Die Mutter  
 Der Opa  
 Die Oma  
 Das ist mein/meine...  
 Hast du Geschwister?  
 Ice habe...  
 Eine/einen/  
 Zwei  
 Ich habe keine Geschwister

##### English

How do you write/spell..?  
 The/a letter (of the alphabet)  
 Family  
 Brother  
 Sister  
 Father  
 Mother  
 Grandfather  
 Grandmother  
 That is my...  
 Do you have any brothers or sisters?  
 I have...  
 One  
 Two  
 I have no brothers or sisters  
 Masculine/feminine/neuter nouns  
 Pronouns  
 Subject/object

## MFL Assessment

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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

**Computing Strand:** Multi-media

**Topic Links:** To create a PowerPoint presentation to show what I've learnt about the digestive system

**Age Related Subject Skills (Progression Guidance - DDAT):**

- *Presentations:* Pupils learn to write and deliver a presentation on a given subject
- *Sound and video:* Pupils record and edit media to create a short sequence
- *Animations:* Pupils learn how to develop a storyboard and then create a simple animation using for instance 'Puppet Pals' or 'Stop Motions' Animation'

**Lower Key Stage 2**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Combine a mixture of text and graphics to share my ideas in a presentation</li> <li>• Continue to make appropriate choices about fonts, images, size through peer assessment and self evaluation, evaluate design and make suitable improvements</li> <li>• Begin to use more than two fingers to enter text</li> </ul> | <ul style="list-style-type: none"> <li>• Use word art and animations when creating a presentation whilst considering the appropriate audience</li> <li>• Use a spell checker</li> <li>• Use more than two fingers when typing</li> </ul> |
|--|--|

**Other Key Areas of Learning:**

- To create a Powerpoint presentation.
- To add, move and delete slides
- To use headings to organise their presentation
- Insert text boxes and images
- Use design features to make their presentation attractive

**Prior Learning**

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

- Use the mouse or arrow keys to insert words and sentences
- Develop familiarity with the keyboard – spacebar, backspace, shift, enter, to provide text on screen that is clear and error free
- Select appropriate images
- Add text to photographs, graphics (images) and sound e.g. captions, labelling and simple sentences through the use of e.g. 2create A Story
- To print
- To save with help

**Key Vocabulary**

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

# Computing Assessment

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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\\_trio\\_resources.pdf](https://www.britishorienteering.org.uk/images/uploaded/downloads/schools_trio_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			