|  |
| --- |
| Burps, Bottoms and Bile  Image result for digestive system clipart  Year Group: 3/4  Cycle B |

|  |  |
| --- | --- |
| 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. Seasonality |
| **Climate/Environment Link**  Comparing sustainable and organic food production with intensive farming | **Computing**  Multimedia |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Science | | | | |
| **National Curriculum (Knowledge and Skills):** Pupils should be taught to:   * 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 * set up simple practical enquiries, comparative and fair tests * make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers * record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables * report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions | | | | |
| **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** |
| mouth  cut  tear  teeth  tongue  gums | | Digest  nutrition  nutrients  waste  grind  crush | practical  enquiry  observation  record  explanation present  diagram | Oesophagus  Stomach  small intestine  large intestine  gallbladder  pancreas  liver  saliva  rectum  urine  faeces  incisors  canines  pre-molars  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 degredation, 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. They will compare the impact of sustainable/organic food production with intensive food production methods. | | | | | | | | | |
| **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** |
| healthy  unhealthy  food  weigh  measure  chopping | tea spoon  table spoon  baking  mixing  spreading | | varied  diet  sweet  savoury  sour  seasonal  grown  reared  caught | | | | processed  fresh  ingredients  hygiene  peeling  slicing  grating  kneading  recipe | | pre-prepared  intensive farming  factory farming  sustainable farming/fishing  organic  free range  food wheel/pyramid  grams |
| Design and Technology Assessment | | | | | | | | | |
| **Children working below ARE** | | **Children working towards ARE** | | | **Children working at ARE** | | | **Children working above ARE** | |
|  | |  | | |  | | |  | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Computing | | | | | |
| **National Curriculum:**  elect, 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** | | | | | |
| * Combine a mixture of text and graphics to share my ideas in a presentation * Continue to make appropriate choices about fonts, images, size through peer assessment and self evaluation, evaluate design and make suitable improvements * Begin to use more than two fingers to enter text | | | * Use word art and animations when creating a presentation whilst considering the appropriate audience * Use a spell checker * Use more than two fingers when typing | | |
| **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  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** |
|  |  |  |  |