

**St Anne's CEVA
Primary School**



**Year Groups 3/4
Terms 3/4
Curriculum A**

Learning Theme Big Question:

What goes in must come out!

Other questions worth asking:

- How do we digest food?
- What do we keep?
- What do we get rid off?
- What happens when we don't eat the right foods? To our teeth? To our bodies?

What will be your real life project?

What matters to children? (Children's questions about the big question)

- Why do our teeth rot/ get decayed?
- How do we move?
- How do we breathe?
- Why do some people get fat?
- How do our muscles work?
- What would happen if there were no plants?

What do we want the children to know? (Knowledge)

Links to Main subject NC PoS:

Science:

- A1 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 (Y3)
- A2 identify that humans and some other animals have skeletons and muscles for support, protection and movement. (Y3)
- A3 describe the simple functions of the basic parts of the digestive system in humans (Y4)
- A4 identify the different types of teeth in humans and their simple functions (Y4)
- A5 construct and interpret a variety of food chains, identifying producers, predators and prey. (Y4)
- P1 identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers (Y3)
- P2 explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant (Y3)
- P3 investigate the way in which water is transported within plants (Y3)
- P4 explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3)
- LT1 recognise that living things can be grouped in a variety of ways (Y4)
- LT2 explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment (Y4)
- LT3 recognise that environments can change and that this can sometimes pose dangers to living things. (Y4)

Geography

GSF5 use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods,

What do we want the children to know? (Knowledge)

Links to other subject NC PoS:

GSF5b -plans and graphs

GSF5c - digital technologies (Aerial photos and GIS)

Art

- A1 develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- A3 to improve their mastery of art and design techniques with a range of materials [for example, pencil, charcoal, paint, clay], including:
 - A3a - drawing,
 - A3b - painting
 - A3c - and sculpture
- A4 about great artists in history.

Design Technology

- C1 understand and apply the principles of a healthy and varied diet
- C2 prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- C3 understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

RE

Unit 2 – What can we learn from the life and teaching of Jesus?

Computing

Move it & Sort it

Cultural

British values: mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

What maths POS can you incorporate?

How will you incorporate English across the curriculum?

What do we want them to be able to do better? (Key skills and NC skills)

- Communication skills
- Social skills
- Enquiry skills
- Problem solving skills



What do we want them to be like? (Values, dispositions and attitudes)

- Motivated
- Disciplined
- Reflective

How do the children want to celebrate and share their learning? (End of theme celebration of learning)

- Present learning as a children's TV documentary as a group of scientific experts.
- Designing/making/advertising and selling a healthy product (mini apprentice)
- Junior Master Chef

What are the big ideas? (Concepts and values)

Digestion
Growth
Nutrition
Energy
Movement
Food chains

Where can we visit? Who can visit us? (Real life experiences)

Radiographer
School nurse
Chiropractor
@Bristol (Human Body section)
Healthy Living Centre
Hand hygiene
Doctors/nurses/dentist
Chef
Physiotherapist

What books/films can we use? (High quality literature)

Charlie and the Chocolate Factory – Roald Dahl
Documentary clips
The Magic School Bus
Wolf Footprint) dilemma story
Edward Tulane)
Krinklekrax
WALL-E
How to live forever – Colin Thompson
Stone Mouse

What can we make?

Cooking – healthy food / snacks
3D model of the digestive system (before and after topic so we can compare)
Information posters / Booklet
Cartoons – journey to the stomach!

What can we use? (High quality resources)

Websites such as
http://kidshealth.org/kid/htbw/digestive_system.html
<https://www.youtube.com/watch?v=vcZsTmRaoy0>
<https://www.youtube.com/watch?v=JnzwbipJuAA>
DVD's, Documentary clips, Books, Posters.
Visitors in to show experiences
Boxes from libraries (topic based)
Food

What big words will we use? (High level vocabulary)

Alcohol, Fat, Muscle, Feed, Nutrition,
Animal, Organ, Oxygen, Artery, Grow, Plant
Balanced diet, Protein, Bite (tearing) Pulse,
Body Health/healthy/unhealthy Pump
Brain, Heart, Reproduction, Breathe, Human, Ribs
Canine, Hygiene, Root, Carbon dioxide, Incisor, Cavity, Intestine,
Constipation, Indigestion, Senses (feel, smell, see, etc.)
Chew (crushing/grinding) Joints, Sensitivity
Circulation, Kidney, Contract, Skeleton
Disease, Life cycle, Spine, Drugs, Living/non-living, Stomach, Ear,
Lungs, Medicine, Teeth
Excretion Molar, Tongue, Exercise, Mouth, Tooth decay, Movement

What can we collect? (Tactile display to aid learning)

Pictures of teeth and x-rays
X-rays of broken bones
Posters of insides of body

What can our role –play area be? (Outdoor imaginative play)

Magic School Bus – go on adventure
Food shop

What did the children think? (Review)

What do they need next/more of? (Extend during next learning theme)

What will I do next time to make this learning theme even better? (Develop)