

Leintwardine Endowed CE Primary School Learning Journey Itinerary

'Letting Our Light Shine'

SUBJECT : Science

YEAR : B

TERM : Summer 1

YEAR GROUPS : 3/4

Key Question: How do I keep a healthy body?

Previous Knowledge – • Children can name the three basic needs of all animals to survive. They can independently describe the specific needs of a given animal in detail. • Children can confidently describe the effects of exercise and explain the importance of exercise for the human body. • Children can identify a range of foods according to the basic food groups and can talk about the importance of a balanced diet. They can confidently explain how to be hygienic and why this is important.

END OF UNIT OBJECTIVES

<p>Some children will not yet have met what is expected and will show that they are emerging because they can:</p>	<p>Most children will show that they have reached the expected level because they can:</p>	<p>Some children will have gone beyond the expected level and will show that they are exceeding because they can:</p>
<ul style="list-style-type: none"> • With support, children can name the different types of teeth found in humans. They can match the type of tooth with its function. • With support, children start to explain what tooth decay is and how to look after our teeth. • With support, children can describe the simple functions of the basic parts of the digestive system in humans. • With support, children can construct and interpret a variety of food chains, identifying producers, predators and prey • With support, children can set up and carry out simple comparative and fair tests. They start to observe changes over time. • With support, children can draw simple conclusions from their results and suggest improvements to investigations. They can record findings using drawings and keys. • With support, children can use straightforward scientific evidence to answer questions or to support their findings. • With support, children can gather, record, classify and present data in a variety of ways to help in answering questions. • With support, children can identify similarities, differences, patterns and changes relating to simple scientific ideas and processes. 	<ul style="list-style-type: none"> • Children can name the different types of teeth found in humans. They can explain their function. • Children can explain what tooth decay is and how to look after our teeth. • Children can describe the simple functions of the basic parts of the digestive system in humans. • Children can construct and interpret a variety of food chains, identifying producers, predators and prey. • Children can set up and carry out simple comparative and fair tests. They can observe changes over time. • Children can draw simple conclusions from their results and suggest improvements to investigations. They can record findings using drawings and keys. • Children can use straightforward scientific evidence to answer questions or to support their findings. • Children can gather, record, classify and present data in a variety of ways to help in answering questions. • Children can identify similarities, differences, patterns and changes relating to simple scientific ideas and processes. 	<ul style="list-style-type: none"> • Children can independently name the different types of teeth found in humans, including wisdom teeth. They can explain their function. • Children can confidently explain the process of tooth decay, referring to specific parts of the tooth, and can explain how to look after our teeth. • Children can confidently describe the simple functions of the basic parts of the digestive system in humans. • Children can confidently and independently construct and interpret a variety of food chains, identifying producers, predators and prey. • Children can independently set up and carry out simple comparative and fair tests. They can observe changes over time in detail. • Children can independently draw detailed conclusions from their results and suggest multiple improvements to investigations. They can record findings using drawings and create their own keys. • Children can confidently use straightforward scientific evidence to answer questions or to support their findings. • Children can confidently gather, record, classify and present data in a variety of ways to help in answering questions. • Children can confidently identify similarities, differences, patterns and changes relating to simple scientific ideas and processes.

ASSESSMENT OPPORTUNITIES

Class discussions, End of unit assessments, Work produced in books, Kahoot quiz.

ENRICHMENT OPPORTUNITIES

Helping children to remember more

Discussing healthy meals children eat at home.

SUBJECT SPECIFIC VOCABULARY

tooth, decay, nutrient, food groups, teeth, digest, digestion, mouth, tongue, saliva, dental plaque, enamel, predication, method, results, baby (milk) teeth, adult teeth, incisor, canine, premolar, molar, wisdom teeth, organ, salivary gland, oesophagus, stomach, liver, gall bladder, pancreas, duodenum, small intestine, large intestine, rectum, anus, faeces, bile, enzymes, food chain, producer, consumer, predator, prey, herbivore, carnivore, omnivore, scavenger, decomposer, energy, nutrition, habitat, food web, diet, carnassial teeth

CROSS-CURRICULAR LINKS

Links that we can make to help children make sense of what we want them to know and be able to do.

English – Writing a menu for a healthy meal.
DT – Designing a healthy meal.