

St Bernadette's Catholic Primary Voluntary Academy

Subject Medium Term Planning - LKS2 Term Advent Cycle B - Topic The Power of the Empire



	Learning Objective	Activity	Key Knowledge (By the end of the lesson)		Vocabulary (Tier 3)
			Substantive	Disciplinary	
Lesson 1	L.O.14: To be able to 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. (NC3)	Discuss what animals need to stay alive and healthy (and that they cannot make their own food like plants) Recognising different food groups - Eatwell Plate and the amount to make a balanced diet. Focus on the nutritional content and value of each group. Sort different foods into the different food groups- fruit and vegetables, dairy, fats (oils and spreads) carbohydrates, proteins	- Know the 5 main food groups - fruit and vegetables, dairy, fats, carbohydrates, proteins - Know examples of food that belong to the main food groups - Recognise the nutrients different food groups provide.	<u>Identify, group and classify:</u> Classify and sort foods into different food groups.	Humans, animals, nutrition, fruit, vegetables, dairy, fats, carbohydrates, protein, vitamins, minerals, fibre, water, energy, healthy, diet
Lesson 2	L.O.14: To be able to 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 (NC3).	Look at diets of carnivores, herbivores and omnivores and the amounts of nutrition needs for different animals. Different animals need a different balance of nutrients Individually, look at the diets of humans and the different amounts of nutrients that humans need as shown on food labels and compare/contrast different foods e.g. comparing amount of fat in crisps, sausages, etc.	- Know that different animals require a different balance of nutrients. - Recognise the different nutritional values of different foods.	<u>Research</u> <u>Identifying</u> differences, similarities Comparing/contrasting different ingredients and nutritional values of food	Carnivores, herbivores, omnivores, nutrients, fat (saturated, unsaturated), sugar, salt

Lesson 3	L.O. 16 To be able to identify that <u>humans</u> and some other animals have skeletons and muscles for support, protection and movement (NC3).	Children to work in groups and draw around one child on a long piece of paper. They then feel and draw what bones they think they have. Groups are then given the latin names for some bones and asked to guess where they think these bones go. Bones are then revealed on the slides and children stick the correct names in place and draw the bone in if necessary. Finally, as class, discuss the function of bones and why they are important.	● Know that humans have skeletons. ● Know the names of common bones and the functions they have		Skeletons, protection, support, movement, bones, skull, pelvis, clavicle, scapula, humerus ulna, radius, femur, tibia, fibula, ribcage
Lesson 4	L.O. 16 To be able to identify that humans and <u>some other animals</u> have skeletons and muscles for support, protection and movement (NC3).	Identify whether animals are a vertebrate or an invertebrate and describe some characteristics of each animal. Which group they are in (e.g. mammal, bird, reptile, amphibian, fish.	● Know what a vertebrate and invertebrate is and give examples of each ● Know the different types of animals (mammal, bird, fish, reptile, amphibian) and their skeleton type.	<u>Identify, group and classify:</u> ● Classify and sort animals according to their skeleton type	Skeleton, vertebrate, invertebrate, exoskeleton, endoskeleton, hydrostatic skeleton, mammal, bird, reptile, amphibian, fish
Lesson 5	L.O.16: To be able to identify that humans and some other animals have muscles for support, protection and movement (NC3).	Muscles and how they work Discuss what muscles they will use when carrying out different activities, they will then do these activities and try to identify which muscles they used.	● Know that animals and humans have muscles. ● Know what a muscle is, how they work and the different types of jobs they have. ● Locate some muscles in different areas of the body.	<u>Observing</u> ● Observe and describe how muscles work	Muscle, skeletal muscles, bones, voluntary, involuntary muscles, biceps, triceps, contract, relax, shorten, lengthen

Lesson 6	L.O.18: To be able to describe the simple functions of the basic parts of the digestive system in humans (NC4).	Model of digestive system. Pupils create a labelled diagram of the organs involved with digestion.	- Know what digestion is and why it happens - Know which organs play a role in digestion.		Digestive system, organs, body, mouth, tongue, teeth, oesophagus, stomach, duodenum, small intestine, large intestine, pancreas, liver, rectum, anus, salivary glands, gallbladder, digestion
Lesson 7	L.O.18: To be able to describe the simple functions of the basic parts of the digestive system in humans (NC4).	Recap the parts of the digestive system. Discuss the functions of these and how food is digested. Match parts and functions	- Know what job each organ does in the digestive system. - Know the chronological steps of the digestive system. - Know what the end result is of the digestive system		Digestive system, digest, food, digestion process, organ, experiment
Lesson 8	L.O.17: To be able to identify the different types of teeth in humans and their simple functions.	Naming teeth and their functions. . Children create a colour coded teeth diagram showing where each type of tooth is found in the mouth and what its purpose is. Extension Children identify what type of diet an animal has based on its teeth	- Know the different types of teeth and their function. - Know why animals have different teeth and the link to their diets		Incisors, canines, premolars, molars, wisdom teeth
Lesson 9 Lesson 10 (double lesson)	<u>Lesson 9</u> <u>Year 3</u> L.O.1: To be able to ask simple, relevant questions and use scientific enquiries to answer them. <u>Year 4</u> L.O.1: To be able to ask relevant questions and use different types of scientific enquiries to answer them.	Investigation - which drink has the biggest impact on tooth decay? First lesson set up experiment Experiment - Investigating which drink causes the most decay to our teeth. We can't use real teeth for this investigation, so we will use hard-boiled eggs and put them in different liquids to	- Understand what teeth are made up of - Know how teeth can decay - Know different food stuff that can impact teeth	ENQUIRY APPROACH FOCUS - Observations over time Observe how the egg in different liquids change over time Lesson 10 <u>Using results</u> to draw simple conclusions	Lesson 9 Healthy, unhealthy, acid, bacteria, tooth decay Test question prediction equipment method Observe change

	<u>Year 3</u> L.O.3: To be able to make careful observations and, where appropriate, take measurements using standard units, using a range of equipment. <u>Year 4</u> L.O.3: To be able to make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. <u>Lesson 10</u> <u>Year 3</u> L.O.8: To be able to use results to draw simple conclusions and raise further questions. <u>Year 4</u> L.O.8: To be able to use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	see what happens. This is because the shell of an egg is similar to the enamel on our teeth. Draw and label observation of eggs over the next weeks and collect weights Second lesson children make their final observations and weight, then present data and answer the investigation questions.		• Draw conclusions about which drink causes the most/least tooth decay	Lesson 10 Observations Compare Results conclusion
Lesson 11	L.O.15 To be able to <u>construct and interpret a variety of food chains, identifying producers, predators and prey</u> (NC4).	Check prior knowledge by introducing vocabulary - knowledge organisers. Paired activity: Children have lots of pictures of different living things. Discuss, identify and record the producer, prey, consumer and predator	• Know what producers, predators, consumers and prey are. • Know and identify animals that are examples of producers, predators, consumers and prey. • Know what a food chain is	<u>Make systematic and careful observations</u> • Make observations about different animals <u>Identify, group and classify:</u> • identify animals in food chains using key vocabulary - producer, consumer, predator and prey.	Producer, consumer, predator, prey, food chain,

		Challenge - can they recognise these in a given food chain? Position of the different animals and the relationships between them.			
Lesson 12	L.O.15 To be able to construct and interpret a variety of food chains, identifying producers, predators and prey (NC4).	Recap previous lesson - check vocabulary introduced. Classify animals in food chains and explaining reasons. Create own food chains. <u>LA/MA</u>: 2 x 3 part food chain and/or 1x 4 part food chain <u>HA</u>: 1x 3 part food chain and/or 2x 4 part food chain Extra challenge : Sort living things into prey/ predator on venn diagram. ASSESSMENT OF TOPIC	● Know what producers, consumers, predators and prey are. ● Know and identify animals that are examples of producers, consumers, predators and prey. ● Know what a food chain is and how they are constructed	<u>Identify, group and classify;</u> ● classify animals in food chains using key vocabulary - producer, consumer, predator and prey.	Producer, consumer, predator, prey, food chain, 3 part food chain, 4 part food chain