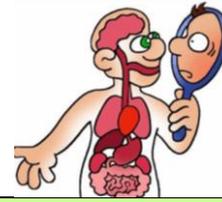




Flames Class (KS2)

BURPS, BOTTOMS AND BILE



What is this theme about?

Pupils will gain an understanding of their extraordinary bodies and an ability to use scientific vocabulary to describe them.

They will learn about different functions and organs in the body particularly the digestive system.

Pupils will be inspired to find out more about their own bodies by following their own lines of enquiry and being taught how to research using the internet and books.

Pupils will learn to appreciate and understand the great work of medical professionals both present and past and look forward to what might be achieved in the future. They will gain a sense of the many career paths which enable them to learn more about the human body. Pupils will get the opportunity to learn basic first aid in order to become active citizens.

They will reflect back on learning done about our brilliant brains on last years' enrichment day.

Through Art and Design pupils will explore the human body as a stimulus for great art and great artists.

They will learn about portraits and develop the skills to produce one. They will work collaboratively to gain an appreciation of what human beings can achieve when they work as a team.

Pupils will reflect on how to look after their own bodies throughout life and how health and hygiene are vital. Through Design and Technology they will investigate, design and make healthy snacks to support them in making pro-active life choices.

Pupils will experience the awe and wonder of the amazing diversity of the people on our wonderful planet and develop a further respect for the similarities and differences of God's people.

KEY AREAS OF LEARNING



Animals/ humans, digestive system, human nutrition

Year 3

- ✚ I know that humans need the right types and amount of nutrition.
- ✚ I know that humans cannot make their own food.
- ✚ I know that humans get nutrition from what they eat.

Year 4

- ✚ I know the basic parts of the human digestive system.
- ✚ I can describe the simple functions of these parts.
- ✚ I can explore questions that help me to understand the functions of the mouth, tongue, teeth, oesophagus, stomach, small and large intestines.
- ✚ SC1 – KS2 - I can use straightforward scientific evidence to answer questions or support my findings.
- ✚ SC1 – KS2 – I can say how science is used in the world around me.



Ancient Egypt (continuation from Spring Term 1)

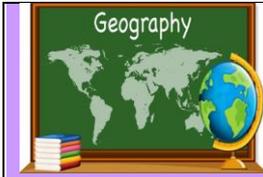
I can establish a clear narrative across the Ancient Egyptian Period.

Year 3

- ✚ I can place the Egyptians on a timeline.
- ✚ I can use a range of sources to find out about a period in time.
- ✚ I can observe small details in artefacts and pictures.
- ✚ I can select and record information relevant to the study.
- ✚ I am beginning to use the library and internet for research.

Year 4

- ✚ I can place events from the Egyptian period on a timeline.
- ✚ I can understand BC and AD.
- ✚ I can use evidence to build up a picture of a past event.
- ✚ I can choose relevant material to present a picture of one aspect of life in time past.
- ✚ I can use the library and internet for research.



Place knowledge – Geographical similarities and differences through the study of a human and physical geography of a region within South America – PERU

Year 3

- I can describe and understand key aspects of human geography – types of settlements.

Y4 – distribution of natural resources.

- Key aspects of physical geography – hills and mountains, coasts and rivers, climate.

Year 4

- I am beginning to identify on maps and understand significant places and their key physical and human features.

- Challenge – I know the names of and can locate a number of South or North American countries.



Drawing/ painting – Portraits (Modigliani)

Year 3 and 4

- I can select and record ideas from first hand observation of people.
- I can adapt my work according to my views and describe how I might develop it further.
- I can work on my own, collaboratively with others in 2 and 3 dimensions and on different scales.
- I can use ICT.

Year 3

- I can mix a variety of colours and I know which colours make secondary colours.
- I can use a developed colour vocabulary.
- I can work confidently on a range of scales e.g thin brush on small picture.

Year 4

- I can make and match colours with increasing accuracy.
- I can use more specific colour language e.g tint, tone, hue,.
- I can choose paints and implements appropriately.



EAT MORE FRUIT AND VEG

- I can understand and apply the basic principles of a healthy and varied diet to prepare a healthy snack.
- I can prepare a savoury snack using a particular cooking technique.
- I understand where food comes from and how it gets to our plates.
- I can research healthy snacks and generate my own ideas.
- I can design a tasty and healthy snack.
- I can sketch or draw a diagram to help me talk about my ideas.
- I can use a range of cooking tools and food ingredients according to the effect they will have.
- I can explain how good my snack is, I can listen to the views of others and explain ways I could make it better.



**PHYSICAL
EDUCATION**

PSHCE

Equality and Difference

- I know that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability- ‘protected characteristics’ in the Equality Act 2010).
- I understand that no people should be discriminated against through teasing, bullying or aggressive behaviour.
- I consider the lives of people living in other places, and people with different values and customs.
- I know about contemporary tribal people and the issues that they face.
- I know that I can contribute to helping to solve global problems. (Links to Democracy).

First Aid (Enrichment Day)

