

Year 4 Topic: Health & Nutrition**Term: Summer 2****Topic Length: 6 weeks**

INTENT	Vision	Together we all discover, learn, grow and succeed										
	Values	W	A	R	M	T	H					
		Well-Being	Aspire	Relationships	Motivation	Trust	Holistic					
	Curriculum Design	<i>The development of subject specific skills and learning behaviours coupled to the acquisition of knowledge</i>										
	Learning Behaviours			Disciplinary Knowledge			Substantive Knowledge					
	Attitudes and attributes for learning and life			Know How – Subject specific thinking and problem solving			Know What – Deep learning of the key knowledge					
IMPLEMENTATION	Our 10 Key Principles for Effective T&L	High Aspirations	Inspire and Challenge	Pupil Progress	Positive Habitats	Variation	Developing Learning Behaviours	Relationships	Questioning and Feedback	Assessment for Learning	Subject Knowledge	
	Topic Purpose	To explore links between the human body, health and nutrition										
	Main Subjects	Science				DT			PE			
	Key Performance Indicators	<ul style="list-style-type: none"> Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey. Gather, record, classify and present data in a variety of ways to help in answering questions Use straightforward scientific evidence to answer questions or to support findings. 				<ul style="list-style-type: none"> Prepare and cook a savoury dish using a range of cooking techniques. Understand seasonality and know where a variety of ingredients are grown. Evaluate their ideas and products against their own design criteria. 			<ul style="list-style-type: none"> To analyse different techniques of running and to practise various styles. To analyse different techniques of jumping and throwing and to practise various styles. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 			
	Our Overarching Themes	Relationships	Mastery	Community	Vocabulary/Oracy	Being Healthy/ Active	Equity of Education	Developing Learning Behaviours	Fluency			



Discrete Learning Opportunities

During the topic, the following subjects will also be taught. Although there will be some connection to our current topic, the learning is more discrete:

Subject	Key Performance Indicators
MFL	<ul style="list-style-type: none"> • To learn the names of 16 types of French food • To listen, read and understand a French story (the hungry Monster) including revision of days of the week. (goldilocks – adjectives revision – size) • To speak in sentences to give opinions about food – Likes/ dislikes and give reasons (J’aime. J’adore, je deteste – parce que – because)
Computing	<ul style="list-style-type: none"> • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Select, 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 • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact Software/hardware: Paint.Net
PSHE	<ul style="list-style-type: none"> • Understand that some of my characteristics come from my birth parents and why this happens. • Describe how a girl’s body changes to be able to have babies when she is an adult, and that menstruation is a natural part of this.
RE	Pilgrimage to the River Ganges <ul style="list-style-type: none"> • Research key facts • Understand the significance to Hindus • Suggest why others may visit the River Ganges

Key Objective Progression

Prior Knowledge	Year 4 – Greeks - Key Objective	Future Learning
<p><u>Year 1 – Animals including Humans</u> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p><u>Science</u> - Identify the different types of teeth in humans and their simple functions.</p>	<p><u>N/A</u></p>
<p><u>Year 2 – Living Things</u> Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>	<p><u>Science</u> - Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p><u>Year 6 – Animals including Humans</u> Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>
<p><u>KS1 (WS) –</u> Gathering and recording data to help in answering questions.</p>	<p><u>Science (WS)</u> - Gather, record, classify and present data in a variety of ways to help in answering questions</p>	<p><u>UKS2 (WS)</u> - Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p>
<p><u>KS1 (WS) –</u> Using their observations and ideas to suggest answers to questions</p>	<p><u>Science (WS)</u> - Use straightforward scientific evidence to answer questions or to support findings</p>	<p><u>UKS2 (WS)</u> - Identify scientific evidence that has been used to support or refute ideas or arguments.</p>
<p><u>Year 3 – Cooking –</u> To dice and cut food in to evenly sized pieces</p>	<p><u>DT</u> - Prepare and cook a savoury dish using a range of cooking techniques.</p>	<p><u>Year 6 – Food Glorious Food</u> Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>
<p><u>Year 3 – Cooking –</u> To identify how to change a recipe to improve a dish</p>	<p><u>DT</u> - Understand seasonality and know where a variety of ingredients are grown.</p>	<p><u>Year 6 – Food Glorious Food</u> Understand seasonality and know where and how ingredients are grown, reared, caught and processed.</p>
<p><u>Year 3 - DT –</u> To evaluate their ideas and products against their own design criteria.</p>	<p><u>DT</u> - Evaluate their ideas and products against their own design criteria.</p>	<p><u>Year 5 – Make Do and Mend</u> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>



<p><u>Year 3 – Athletics</u> Pupils should use running, jumping, throwing and catching in isolation and in combination for example using javelin or doing hurdles</p>	<p><u>PE</u> – To analyse different techniques of running and to practise various styles.</p>	<p><u>Year 5 – Athletics</u> Master running in isolation and in combination.</p>
<p><u>Year 3 – Athletics</u> Pupils should use running, jumping, throwing and catching in isolation and in combination for example using javelin or doing hurdles.</p>	<p><u>PE</u> - To analyse different techniques of jumping and throwing and catching and to practise various styles.</p>	<p><u>Year 5 – Athletics</u> Master jumping, throwing and catching in isolation and in combination.</p>
<p><u>Year 3 – Athletics</u> By looking at their past scores, pupils should compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><u>PE</u> - Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><u>Year 5 – Athletics</u> Critique their performances and demonstrate improvement to achieve their personal best.</p>