
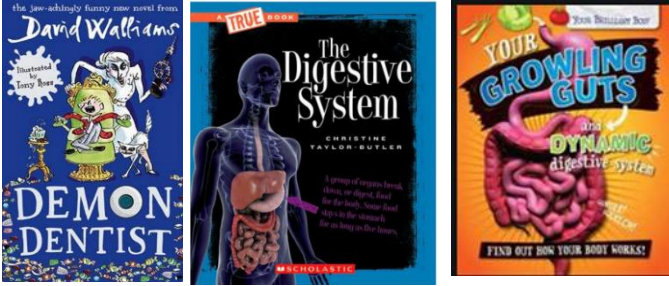


Medium-Term Planning Format		
Cohort	Year 4	
Enquiry Question (QUESTIONING)	What happens to the food we eat?	
Enquiry Driver	Science	
Enquiry Enhancer	DT- cooking and Nutrition	
Main Enquiry Theme	Animals including humans – digestive system (including teeth)	
National Curriculum Objective	<p><u>Science</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions. <p><u>Design and Technology</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Understand and apply the principles of a healthy and varied diet. • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	
Key Knowledge and Skills (driver)	<ul style="list-style-type: none"> • Can I identify and name the basic parts of the human digestive system? • Can I describe the function of the organs of the human digestive system? • Can I identify the simple function of different types of human teeth? • Can I compare the teeth of herbivores and carnivores? 	
Key Knowledge and Skills (enhancer)	<ul style="list-style-type: none"> • Can I prepare ingredients hygienically using appropriate utensils? • Can I measure ingredients to the nearest gram accurately? • Can I follow a recipe? • Can I assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking)? <p><i>(Children to make a lunch snack for children with allergies)</i></p>	

<p>Main Text</p>	<ul style="list-style-type: none"> • The Demon Dentist By David Walliams • The Digestive System By Christine Taylor Butler • The Growling Guts By Paul Mason 													
<p>Main Writing Genre</p>	<p>Explanation text</p> <p>Character descriptions</p> <p>Poetry</p>	<p>The children will use scientific vocabulary precisely to explain how the digestive system works.</p> <p>The children will write character descriptions based on the characters from the text 'The Demon Dentist'.</p> <p>The children will write poems about the journey of food through the digestive system.</p> <div data-bbox="1267 831 1433 1055" style="border: 1px solid black; padding: 5px;"> <p>EXPLANATION</p> <p>GOOD TITLE</p> <p>Definition (What is it?)</p> <p>What is it made up of?</p> <p>How it works</p> <p>Why do we need it?</p> <p>What would happen if we didn't have it?</p> </div>												
<p>Enquiry Hook (Questioning) [Experiences/experts]</p>	<p>Digestive Dome- a first- hand experience of the digestive system.</p> <p>Visit from the school nurse to talk about dental hygiene- plaque, flossing.</p>													
<p>Subsidiary Enquiries</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">LC1</td> <td>What is digestion and what are the main parts of the digestive system?</td> </tr> <tr> <td style="text-align: center;">LC2</td> <td>How does our digestion system work and why do we need it?</td> </tr> <tr> <td style="text-align: center;">LC3</td> <td>Do we all have the same digestive system?</td> </tr> <tr> <td style="text-align: center;">LC4</td> <td>Why are people allergic to different types of food and does this harm the digestive system?</td> </tr> <tr> <td style="text-align: center;">LC5</td> <td>Do different teeth do different jobs?</td> </tr> <tr> <td style="text-align: center;">LC6</td> <td>Do all animals have the same teeth?</td> </tr> </table>		LC1	What is digestion and what are the main parts of the digestive system?	LC2	How does our digestion system work and why do we need it?	LC3	Do we all have the same digestive system?	LC4	Why are people allergic to different types of food and does this harm the digestive system?	LC5	Do different teeth do different jobs?	LC6	Do all animals have the same teeth?
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<p>Reflection of Learning (SHARING)</p>	<p>Children to create board games - based on the board game 'Operation'.</p>													
<p>Potential Sticky Knowledge</p>	<ul style="list-style-type: none"> • The small intestine is about 7 metres long and its surface area is around 250 square metres, or about the size of a tennis court! • We make 1 to 3 pints of saliva a day. • Food stays in your stomach for 3 to 4 hours. • The stomach has the ability to stretch and hold up to 4 pounds of food at one time. • When you are first born, you don't have any of the healthy bacteria your system needs to digest food. • Your body can move your food through the digestive system even while you are standing on your head. It is not connected to gravity because it works with muscles. 													


Knowledge Organiser

Year 4 Knowledge Organiser (Spring 2): What happens to the food we eat?

Subject Specific Vocabulary	
anus	Where faeces leave the alimentary canal.
canines	Teeth used for tearing and biting food.
colon	Where water is reabsorbed.
digestive system	The main parts are the mouth, oesophagus, liver, stomach, pancreas, gall bladder, intestines.
enamel	The outermost layer of a tooth; it is the hardest material in the body.
gastric juices	A thin, clear, virtually colourless acid-fluid secreted by the stomach glands and active in promoting digestion.
incisors	Teeth used for cutting and biting food.
large intestine	An organ which absorbs extra water from undigested materials.
molars	Teeth used for chewing and grinding food.
oesophagus	A muscular tube which connects your mouth to your stomach.
saliva	Liquid from the salivary glands; it begins the chemical digestion of carbohydrates.
stomach	A muscular, bag-like organ of the digestive tract; attached to the lower end of the oesophagus.

Other knowledge:

The human digestive system is a complex series of organs and glands that processes food. In order to use the food we eat as energy, our body has to break the food down into smaller molecules that it can process; it also has to excrete (or get rid of) waste.



Sticky Knowledge about uses of everyday materials

The small intestine is about 7 metres long and its surface area is around 250 square metres, or about the size of a tennis court!

We make 1 to 3 pints of saliva a day.


Food stays in your stomach for 2 to 4 hours.

Your body can move your food through the digestive system, even while you are standing on your head (it is not connected to gravity because it works with muscles).

The stomach has the ability to stretch and hold up to 4 pounds of food at one time.

Often you are fat! (I bet, you don't have any of the healthy bacteria your system needs to digest food).

Exciting Books



Learning Challenges:

LCL1	What is digestion and what are the main parts of the digestive system?
LC2	How does our digestion system work and why do we need it?
LC3	Do we all have the same digestive system?
LC4	Why are people allergic to different types of food and does this harm the digestive system?
LC5	Do different teeth do different jobs?
LC6	Do all animals have the same teeth?

Other curriculum areas which are to be taught discretely:

Religious Education

What helps Hindu people as they try to be good?

- Can I identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha; using technical terms accurately?
- Can I give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha and dharma?
- Can I make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live?
- Can I connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha etc?
- Can I give evidence and examples to show how Hindus put their beliefs into practice in different ways?
- Can I make connections between Hindu beliefs studied (e.g. karma and dharma) and explain how and why they are important to Hindus?
- Can I reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view?

PSHCE

Understanding Me, Understanding groups

- What is aspiration?
- What is enterprise?

(see Talking Points curriculum for the full programme breakdown)

Music

See The Charanga programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.

Unit 4 - Lean on Me

Physical Education	<p><u>Net and wall e.g. badminton, tennis and volleyball</u></p> <ul style="list-style-type: none"> • Can I stop/catch a ball with control? • Can I pass a ball to another person with some accuracy using both hands and feet? • Can I take part in opposed conditioned games using different tactics? • Can I use striking skills to improve my control and quality? • Can I select and apply appropriate skills and simple tactics in net and wall games? • Can I follow the rules of a net game and suggest how they can be adapted? 		
Computing	<p><i>See DB Primary Programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p><u>Unit 22: Programming and E-Safety</u></p>		
MFL	<p><i>See The Primary Languages Network programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p>Celebrating carnival / body parts</p>		
Additional Links	British Values	Outdoor Learning	Community
	Citizenship (Beever Pledge)	Global Neighbours	Home Learning
	To be safe, healthy and happy.		Children to write songs or raps about teeth and the digestive system which they could later perform.