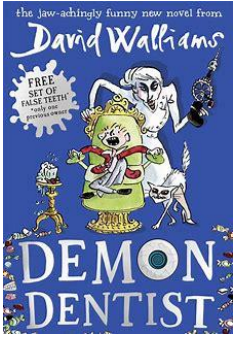
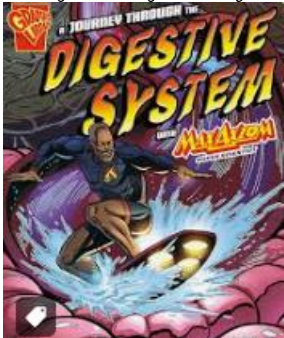




Medium Term Planning Spring 2 Year 4

Topic:	Healthy Me	
Main Subject	Science	
Linked Subjects	DT - Healthy Meal PSHE - Healthy Me	
NC objective	Animals, including humans	
Main subject key knowledge and skills	Identify the different types of teeth in humans and their simple functions.	I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
		Use results to draw simple conclusions, suggest improvements and raise further questions.
	Describe the simple functions of the basic parts of the digestive system in humans.	I can report on findings from enquiries, including spoken and written explanations, displays or presentations of results and conclusions.
	Describe the simple functions of the basic parts of the digestive system in humans.	I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
	Construct and interpret a variety of food chains, identifying producers, predators and prey.	I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
Linked subject key knowledge and skills	DT *I can preserve and adapt my work when my original ideas do not work *I know which tools to use for a particular task and show knowledge of handling the tool. * I can present a product in an interesting way. *I know how to be both hygienic and safe when using food. *I can bring a creative element to the food product being designed. PSHE *I can recognise how to be healthy and have healthy friendships. *I can explain the effects of smoking and alcohol on my body. *I understand my own strengths and weaknesses.	
Discrete Subjects		
Main Text	Demon Dentist 	Journey through the digestive system 

Main Writing Genre	Explanation Text	
Enrichment	Tea Party	
Weekly overview	<p><u>WK1</u> - Science</p> <p><u>Reading</u> - Demon Dentist</p> <ol style="list-style-type: none"> 1) Vocabulary 2) Text Cohesion 3) Comprehension 4) Inference <p><u>Writing</u> -</p> <ul style="list-style-type: none"> - Explanation Text (link to digestive system) <ol style="list-style-type: none"> 1) Features/WAGOLL 2) Visual text map 3) Glossary terms 4) Headings/subheadings - plan together 5) Present tense <p><u>Maths</u></p> <ol style="list-style-type: none"> 1) Understand Angles 2) Identify Angles 3) Compare and Order Angles 4) Triangles 5) Quadrilaterals <p>Science</p> <ol style="list-style-type: none"> 1) Elicitation Task 2) Different types of Teeth 3) TAPs Assessment - Investigation 4) The Digestive System 	
	<p><u>WK2</u> - SCIENCE</p> <p><u>Reading</u> - Demon Dentist</p> <ol style="list-style-type: none"> 1) Vocabulary 2) Text Cohesion 3) Comprehension 4) Inference <p><u>Writing</u></p> <p>Explanation Text</p> <ol style="list-style-type: none"> 1) Shared write 2) Edit & Improve 3) Possessive pronouns 4) Recap of Water Cycle 5) Planning <p><u>Maths</u></p> <ol style="list-style-type: none"> 1) Polygons 2) Lines of symmetry 3) Complete a symmetric shape <p>Science</p>	

- 1) PLAN assessment - The Digestive System
- 2) Food Chains
- 3) Food Chains
- 4) Kahoot - Assessment

WK3 - Design and Technology

Reading - Demon Dentist

- 1) Vocabulary
- 2) Text Cohesion
- 3) Comprehension
- 4) Inference

Writing

- Explanation Text

- 1) Hot Task (Explanation text)
- 2) Edit & Improve
- 3) Publish

Maths

- 1) Interpret Charts
- 2) Comparison, sum and difference
- 3) Interpret line graphs
- 4) Draw a line graph

DT - Design and make healthy picnic

- 1) Can I design a healthy sandwich, considering tools and ingredients needed?
- 2) Can I explain how to be safe and hygienic when preparing food?
- 3) Can I make a healthy sandwich and present it in an interesting, creative way?

Can I consider changes to my work when my original plans do not work?

WK4 - PSHE -

Reading - The Journey through the digestion system

- 1) Vocabulary
- 2) Text Cohesion
- 3) Comprehension
- 4) Inference

Writing

Maths

- 1) Describe position using co ordinates
- 2) Plot co ordinates
- 3) Draw 2-D shapes on a grid
- 4) Translate on a grid
- 5) Describe translation on a grid

PSHE

- 1) Keeping and staying healthy
- 2) Appropriate and inappropriate touch
- 3) Drugs and substances

Sticky Knowledge	<p>Science</p> <div data-bbox="448 831 1331 1323" data-label="Complex-Block" style="border: 2px solid orange; padding: 10px; margin: 10px 0;"> <p>Sticky Knowledge</p> <p>Food enters the body through the mouth. Digestion starts when the teeth start to break the food down. Saliva is added and the tongue rolls the food into a ball. The food is swallowed and passes down the oesophagus to the stomach. Here the food is broken down further by being churned around and other chemicals are added. The food passes into the small intestine. Here nutrients are removed from the food and leave the digestive system to be used elsewhere in the body. The rest of the food then passes into the large intestine. Here the water is removed for use elsewhere in the body. What is left is then stored in the rectum until it leaves the body through the anus when you go to the toilet. Humans have four types of teeth: incisors for cutting; canines for tearing; and molars and premolars for grinding (chewing).</p> <p>Living things can be classified as producers, predators and prey according to their place in the <u>food chain</u>.</p> </div> <p>PSHE</p> <div data-bbox="448 1442 1347 1957" data-label="Complex-Block" style="border: 2px solid orange; padding: 10px; margin: 10px 0;"> <p>Sticky Knowledge</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">I can say what makes a positive friendship and families.</td> </tr> <tr> <td style="padding: 2px;">I can discuss how to respond to hurtful behaviour.</td> </tr> <tr> <td style="padding: 2px;">I can respect differences and similarities, discussing them sensitively.</td> </tr> <tr> <td style="padding: 2px;">I can manage risks confidentially online, while recognising these risks.</td> </tr> <tr> <td style="height: 20px;"></td> </tr> </table> </div>	I can say what makes a positive friendship and families.	I can discuss how to respond to hurtful behaviour.	I can respect differences and similarities, discussing them sensitively.	I can manage risks confidentially online, while recognising these risks.	
I can say what makes a positive friendship and families.						
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British values/citizenship	
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Maths links	
Computing Links	
Outdoor learning	Food Chains
Home learning	Knowledge mats Kahoot quizzes
Memory Retention	KWL at start of topic Kahoot quizzes Book activity