

## Theme Overview

|   |  |   |   |
|---|--|---|---|
| Year  | 4  | Term  | Autumn Term 1   |
| Theme   | Human Digestion  | Big Question  | What happens to our food when we eat it?  |
| <p>Focus of unit and scope of unit:</p> <p>In this unit the children will learn about the human digestive system. They will understand the different parts including teeth and what happens to the food they eat.</p> <p>They will understand that healthy eating is important for our health and our teeth and will learn to make a healthy hot snack to eat and enjoy</p> |  |   |   |
| Caring  | Creative   | Critical  | SMSC/Equalities/British Values  |
| <p>Children will understand how to care for their own bodies including eating healthily and looking after their teeth.</p> <p>They will begin to understand how to prepare a healthy hot snack.</p>   | <p>Children will represent their learning in models and diagrams. They will ask their own questions and present their findings in different ways.</p> <p>Children will make choices about their own snack and the ingredients.</p> | <p>Children will learn to recognise dangers of cooking.</p> <p>They will carry out investigations to answer scientific questions and will draw conclusions from their findings, presenting these in a scientific way.</p> | <p>Children will develop their self knowledge.</p> <p>It will develop awe and wonder in the human body and the processes involved.</p> <p>Social skills will be developed through practical work. Children will begin to understand health issues that impact on their lives.</p> |
| Big Start   |  | Big Finish  | Experience  |
| Digestion Workshop  |  | Keeping Healthy Workshop for Parents  | Digestion Workshop<br>Hindu Temple Visit  |

## Science

|                      |  |  |   |
|----------------------|--|--|---|
| Year 4               | Autumn Term 1: What happens to our food when we eat it?  |  |   |
| Sequence of Learning | Previous Learning  |  | Next Steps in Learning  |
|                      | <p>The children have previously learnt names for parts of the body in KS1. In year 3 they have begun to make predictions and plan a scientific investigation to answer a question with support.</p>  |  | <p>The children will move onto understanding the body in more detail including the heart and respiratory system, as well as the reproductive system. They will develop their understanding of making careful observations to answer questions and begin to apply this more independently.</p>   |
| Knowledge and Skills | Planning an Investigation  | Carrying Out an Investigation  | Presenting Evidence and Drawing Conclusions   |
|                      | <p><i>I can set up simple practical enquiries, comparative or fair tests.</i></p>  | <p><i>I use information sources provided to find things out.</i></p> | <p><i>I present my data in a variety of ways using e.g. Venn diagrams, bar charts, simple graphs and keys.</i></p> <p><i>I can make conclusions and I make predictions for new values.</i></p> <p><i>I communicate what I have found out using straightforward scientific ideas and I report my findings using oral and written explanations and display.</i></p> |
|                      | Substantive Knowledge  |  | Famous Scientists   |
|                      | <p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>• <i>Identify and name the parts of the human digestive system.</i></li> <li>• <i>Know the functions of the organs in the human digestive system.</i></li> <li>• <i>Know how nutrients, water and oxygen are transported within animals and humans.</i></li> <li>• <i>Identify and know the different types of teeth in humans.</i></li> <li>• <i>Know the functions of different human teeth.</i></li> </ul> |  |   |
| Vocabulary           | <p>Digestive system<br/>Nutrients<br/>Organs</p>   | <p>Molar<br/>Canine<br/>Incisor<br/>Function</p>                     | <p>Conclusions</p>  |

## Design Technology: Simple Hot Dish

|                      |   |  |   |
|----------------------|---|--|---|
| Year 4               | Term  |  |   |
| Sequence of Learning | Previous Learning   |  | Next Steps in Learning  |
|                      | <p>The children have previously prepared a cold dish in Year 3. They have begun to use knives to chop and spread, they will now develop their skills further to develop a hot meal. Children have produced simple plans and evaluated how their design went.</p>  |  | <p>The children will move into using increased chopping skills and an increased use of heat to cook food to produce a simple chutney. Children will begin to come up with criteria for their product and evaluate against the criteria.</p> |
| Knowledge and Skills | Design  | Make   | Evaluate  |
|                      | <ul style="list-style-type: none"> <li>Create a design to a simple success criteria.</li> <li>Generate more than one idea for how to create a product.</li> <li>Gather information to help design a successful product (i.e. by asking others' views and exploring similar products).</li> <li>Produce a plan and explain it.</li> <li>Suggest improvements to develop and refine a planned idea.</li> </ul>  | <ul style="list-style-type: none"> <li>Independently measure, mark out, join, assemble materials and components with increasing accuracy.</li> </ul> | <ul style="list-style-type: none"> <li>Evaluate and suggest simple improvements for my designs.</li> <li>Evaluate products for both their purpose and appearance.</li> <li>Explain how I have improved my original design.</li> </ul>       |
|                      | Cooking & Nutrition / Construction & Structures / Textiles / Mechanisms   |  | Famous Designers  |
|                      | <p><b><u>Prepare a simple hot dish on toast: beans on toast, toasted cheese sandwich, egg on toast</u></b></p> <ul style="list-style-type: none"> <li><i>Know the importance of and how to make healthy food choices.</i></li> <li><i>Know how to be both hygienic and safe when using and preparing food.</i></li> <li><i>Know how to store food safely.</i></li> <li>use claw grip with serrated vegetable knife to cut harder foods e.g carrot</li> <li>use both claw and bridge grip to cut the same food using a serrated vegetable knife</li> <li>Cut foods into evenly sized strips or cubes ( peppers, cheese</li> <li>Grate harder food using a grater</li> <li>Under supervision use a toaster and microwave</li> <li>Assemble and arrange ingredients for simple dishes</li> <li><i>Begin to cook foods (using toasters and microwaves with supervision).</i></li> </ul> |  | <p>Famous chefs the children may know.</p>  |
| Vocabulary           | Hygiene<br>Claw grip  | grate  | Serrated knife  |

