

**Leavening Community Primary School Medium Term Plan**

<b>Subject:</b> Science		<b>Number of Sessions:</b> 12		<b>Class:</b> Oak Trees	
<p><b>Y3/4</b>  <b>Most children will be able:</b> to understand the nutrition food pyramid and how the digestive system works, including the job of each organ within the system.</p> <p><b>Some children who have not made much progress will be able:</b> to say what a healthy diet looks like.</p> <p><b>Some children will have developed further and will be able:</b> to talk confidently about how nutrients are transported in the body.</p>		<p><b>Y5/6</b>  <b>Most children will be able:</b> to describe the function of the heart, blood vessels and blood</p> <p><b>Some children who have not made much progress will be able:</b> to talk confidently about how nutrients and oxygen are transported in the body; and name the main parts of the circulatory system.</p> <p><b>Some children will have developed further and will be able:</b> to explain how an unhealthy lifestyle can affect the circulatory system</p>		<p><b>Curriculum References:</b>  Animals including humans  Y3/4  Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat  Identify that humans and some other animals have skeletons and muscles for support, protection and movement  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  Construct and interpret a variety of food chains, identifying producers, predators and prey.  Y5/6  Describe the changes as humans develop to old age  Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood  Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function  Describe the ways in which nutrients and water are transported within animals, including humans</p>	
<b>Learning Objectives:</b>	<b>Progression of skills:</b>	<b>Planned Learning Experiences:</b>	<b>Assessment Opportunities and Learning Outcomes:</b>	<b>Resources:</b>	<b>Cross-Curricular Links:</b>
	<p><b><u>Progression in skill across the Working Scientifically Strand</u></b>  Y3/4  I know how to ask relevant scientific</p>	<p><i>Working scientifically will feed through the science topics.</i></p>	<p><i>Children will:</i></p> <ul style="list-style-type: none"> <li>• Prepare a healthy meal</li> <li>• Produce their own healthy food pyramid</li> <li>• Show their understanding of the organs within the digestive and</li> </ul>	<p><i>Food pyramid templates  Vegetable soup recipe and ingredients  Creative materials used to make the different systems  Timers</i></p>	<p><i>P.E  PSHE and Citizenship  English  Maths</i></p>

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<p><i>I understand the purpose of a food pyramid and can create my own to show the importance of</i></p>	<p><i>questions.</i></p> <p><i>I know how to use observations and knowledge to answer scientific questions.</i></p> <p><i>I know how to use diagrams, keys, bar charts and tables; using scientific language.</i></p> <p><i>Y5/6</i> <i>I read, spell and pronounce scientific vocabulary accurately.</i></p> <p><b><u>Progression in skill across the topic area</u></b></p> <p><i>Y3/4</i> <i>I know about the importance of a nutritious, balanced diet.</i></p>	<p><i>Session 1 – nutritious diet. What nutrients do we need to function properly? What is the food pyramid? (morning sessions – AM to take small groups out to make healthy soup (children will have a vote</i></p>	<p><i>circulatory system, and their job by producing a 3D model with labelled explanations.</i></p> <ul style="list-style-type: none"> <li>• <i>Talk about and observe the effects of exercise during and after P.E lessons</i></li> <li>• <i>Take part in role play – where children are trying to encourage their friends to eat sugary sweets</i></li> <li>• <i>Write a short explanation on how nutrients and oxygen are transported around the body</i></li> <li>• <i>Produce diagrams of the muscular and skeletal system and talk about what happens to these as we age</i></li> </ul>		
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<p><i>a balanced diet.</i></p> <p><i>I can write instructions on how to make simple vegetable soup.</i></p> <p><i>I know how alcohol and smoking can impact on someone's health.</i></p>	<p><i>Y5/6</i> <i>I know the impact of diet, exercise, drugs and lifestyle on health.</i></p>	<p><i>beforehand).</i> <u><i>Impact of exercise will be covered in P.E lessons.</i></u></p> <p><i>Session 2 – Y3/4 write instructions on how to make soup.</i> <i>Y5/6 – drugs and lifestyle session</i></p>			
<p><i>I can name the organs in the digestive system and describe their functions.</i></p> <p><i>I can create a 3D digestive system,</i></p>	<p><i>Y3/4</i> <i>Identify and name the parts of the human digestive system.</i> <i>•I know the functions of the organs in the human digestive system.</i></p>	<p><i>Session 3-8</i> <i>Make a junk model version of the human digestive system.</i> <i>Use playdough/clay to make a model of the circulatory system (Y5/6) Have texts/books/ipads on the tables for children to read about these body systems. Use what they have found out to label these.</i></p>			

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<p><i>putting the organs in the correct position.</i></p> <p><i>I can name the different types of teeth and describe their function.</i></p> <p><i>I can name the organs of the cardiovascular system and explain their functions.</i></p> <p><i>I can create a 3D cardiovascular system, putting the organs in the correct position.</i></p>	<ul style="list-style-type: none"> <li>•<i>I identify and know the different types of teeth in humans.</i></li> <li>•<i>I know the functions of different human teeth.</i></li> </ul> <p><i>Y5/6</i></p> <p><i>Identify and name the main parts of the human circulatory system.</i></p> <ul style="list-style-type: none"> <li>•<i>I know the function of the heart, blood vessels and blood.</i></li> </ul>				
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<b>Key questions</b>					