

Year 4



Gut Busters

Where does my food come from?

Where does my food go?

Term	Topic Name	Key Text / supporting texts	Key Focus	Key emotional, physical and social intent
Autumn 1	Gut Busters	The Incredible Book-eating Boy	Science	Physical Health and Wellbeing

Science Objectives Coverage

Key Question	Ancillary Questions and content focus	Science Objectives	Learning outcome, taken from skills progression document
Where does my food go?	<ol style="list-style-type: none"> Why do we have different types of teeth? Why do animals have different types of teeth to humans? What happens to our food when we chew? How do we digest food? Where has my food started and what is a food chain? What happens to my teeth under different conditions? 	<ol style="list-style-type: none"> To make systematic and careful observations To identify differences and similarities related to scientific ideas. To make systematic and careful observations To record findings using labelled diagrams. To use evidence to support findings. 6a) To make appropriate predictions. 6b) To set up a fair test 	<ol style="list-style-type: none"> To identify the different types of teeth in humans and explain their function To explain the scientific terms - herbivore, carnivore and omnivore. To demonstrate understanding of the simple functions of the digestive system To record findings using labelled diagrams (speculate) To construct a variety of food chains, identifying producers, predators and prey. To explain how and why it is important to keep our teeth healthy.

History and Geography objectives coverage

Key Question	Ancillary Questions and content focus	Geography Objectives	Learning outcome, taken from skills progression document
Where does our food come from?	<ol style="list-style-type: none"> Where are different foods grown in the world? How far does our food have to travel? What are climate zones, 	To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their	<p>To identify European countries and their main physical and human characteristics.</p> <p>To identify where different</p>

	biomes and vegetation belts?	environmental regions, ... To use maps, atlases, globes and digital/computer mapping to locate countries ... To describe and understand key aspects of: physical geography, including climate zones, biomes and vegetation belts	foods are grown. To explain why food is grown in different places in the world. To demonstrate understanding of where different foods come from. To demonstrate an understanding of biomes, climate zones and vegetation belts.?
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English coverage

<u>Text types</u>	<u>Outcome</u>
(Explanation) Teeth/digestive system	To write an explanation text on the function of the teeth, or another part of the digestive system, to post onto a webpage created for Year 2 children to read.
(Poetry - rhyming couplets) humorous rhyming couplet poem	To create a class poem to perform in assembly, based on an aspect of the digestive system and the 'Incredible Book-eating Boy'
(Story)	To rewrite "the incredible book eating boy" as e.g. "the amazing pen eating girl"

Science coverage

Working Scientifically	<ul style="list-style-type: none"> - asking relevant questions and using different types of scientific enquiries to answer them - setting up simple practical enquiries, comparative and fair tests - making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - identifying differences, similarities or changes related to simple scientific ideas and processes - using straightforward scientific evidence to answer questions or to support their findings.
Animals, including humans	<ul style="list-style-type: none"> - describe the simple functions of the basic parts of the digestive system in humans

	<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
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PSHE coverage

<u>Topic (Discrete)</u>	<u>Objectives</u>
Class charter. Superheroes activities Physical Health and well-being (what is important to me?)	To demonstrate understanding of rights and responsibilities. (class charter) To develop a positive sense of identity. To understand why people may eat or avoid certain foods (religious, moral, cultural or health reasons) To learn about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality) To understand the importance of getting enough sleep To explain how and why it is important to keep our teeth healthy. (see science above) Key question: What is important to me?

Other subject coverage

<u>Subject</u>	<u>Objectives</u>	<u>Learning opportunities</u>
Art and / or DT	NC: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] NC: To learn about great artists, architects and designers in history	Art: Archimboldo (pictures made out of food, modelled first) Healthy eating plate
RE (RE Discovery)	Buddhism To learn about the life of Buddha and exploring how he tried to be happy and stay happy. To think about what makes self and others happy.	Key enquiry question: Is it possible for everyone to be happy? <i>What makes you happy?</i> <i>If someone gave you one million pounds what would you do?</i> <i>Would being rich always make you happy?</i> <i>Is it possible for everyone to be happy?</i>
Computing	To understand the WWW and Internet. To understand how search engines work. To know how to stay safe online. How to use school computing resources - email, google drive. Introduction to Coding (Rapid Router) - before we use Scratch later in the year.	what the internet is ... https://www.bbc.co.uk/bitesize/topics/zs7s4wx/articles/z3tbgk7 https://www.bbc.co.uk/bitesize/topics/zs7s4wx/articles/z2nbgk7 To understand how search engines work. https://www.bbc.co.uk/bitesize/topics/zs7s4wx/articles/ztbjq6f How to stay safe online. https://www.thinkuknow.co.uk/8_10/stay-safe/play/ How to use school computing resources - email, google drive. Introduction to Coding (Rapid Router) - before we use Scratch later in the year.

<https://www.codeforlife.education/rapidrouter/>

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PE	To be able to change direction of ball To understand the ready position To be able to play a forehand / backhand shot	Tennis
Music	To sing songs with increasing accuracy of pitch. To sing confidently as part of a small group. To sing two-part and three-part rounds.	Singing as an ensemble - focusing on songs with the theme of food.

