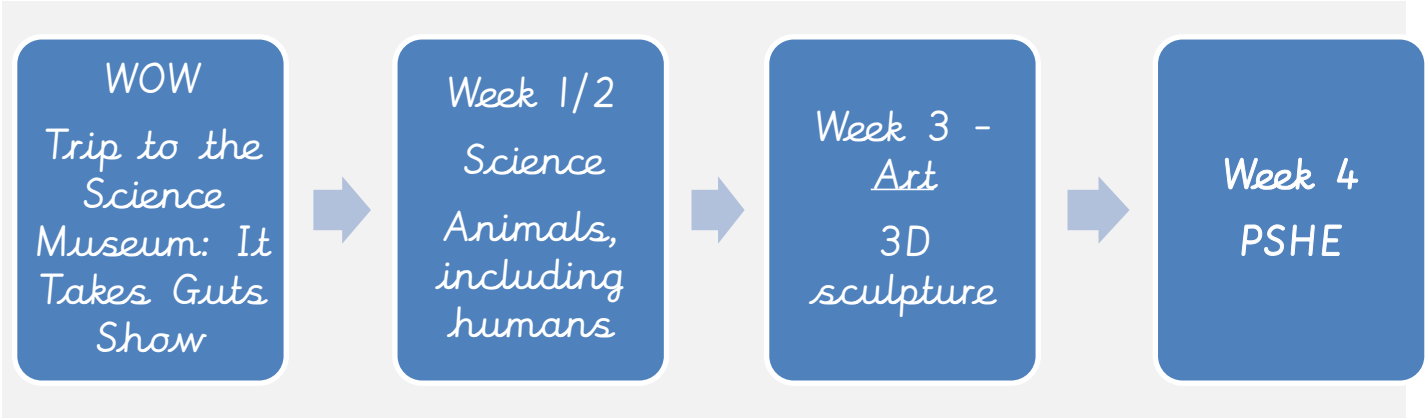
Year 3/4 Science based unit It takes guts! (4 weeks)

Topic overview – Children learn about the digestive system, particularly during the school trip, and food as well as the human body in general. They create 3D sculptures of the human body, linked to the work of a famous artist. Then they will focus on PSHE, covering a wide range of objectives listed below.



Science skills

Thinking scientifically skills	Science knowledge skills
• Ask relevant questions. • Set up simple practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Use straightforward, scientific evidence to answer questions or to support their findings. • Identify differences, similarities or changes related to simple, scientific ideas and processes.	• 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 • construct and interpret a variety of food chains, identifying producers, predators and prey
Vocabulary • Comparative • Fair test • Equipment	Vocabulary - Nutrition - Skeleton - Producers - Prey - Predators - Oesophagus - Intestine - Digestion / digestive / digest
Previous Knowledge: PSHE – Healthy eating – What constitutes, and how to maintain, a healthy life style including the benefits of physical activity, rest, healthy eating and dental health Science (animals, including Humans) – Identify and name range of common animals (birds, amphibians, reptiles, mammals), carnivore/herbivore/omnivore/. Describe and compare structure of common animals.	

Art skills

- Record observations and use them to review and revisit ideas
- Improve their mastery of art and design techniques, including sculpture and drawing
- Learn about great artists, architects and designers in history (linked to sculpture)

Vocabulary

- Observations
- Sculpture / sculptor
- Proportion
- Moulding

Previous Knowledge: Sculpture – ceramics (lighthouse linked to Grace Darling/At the Seaside)

PSHE skills

Drugs, alcohol and tobacco

- the facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug-taking

Basic First Aid

- know how to make a clear and efficient call to emergency services if necessary
- concepts of basic first-aid, for example dealing with common injuries, including head injuries

Health and Prevention

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination

Being Safe

- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact

Vocabulary

- First Aid
- Drugs
- Alcohol
- Tobacco
- Substances
- Prevention
- Sun exposure
- Sun damage
- Allergies
- Immunisation
- Vaccination
- Appropriate contact
- Inappropriate contact

Previous Knowledge:

- Being Safe – privacy and keeping things private, judge what physical contact is comfortable and unacceptable etc and how to respond, family networks and who looks after them
- Health & prevention – personal hygiene, healthy lifestyle including physical activity, rest, diet and dental health and how disease is spread

Knowledge:

- Give an example of the plants and animals in a food chain which includes producers, prey and predators (e.g. leaves, ant, and anteater).
- Humans and some animals have skeletons and muscles for support, protection and movement.

- Name the parts of the digestive system and their functions: mouth, oesophagus, stomach, small intestine, large intestine and rectum.
- Know that bar charts and tables can show results of scientific experiments.
- Know that sculpture is a 3D form of art.

Planning notes:

Science comes from Switched on Science – humans and other animals. Ideas for working scientifically:

Pupils might work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They might research different food groups and how they keep us healthy and design meals based on what they find out.

Art: Ceramics (clay models of the human body). Begin with sketching and drawing first. Use wooden models of human body. Link to work of an artist – possibly Henry Moore. (would be good to do a female artist) Perhaps could compare the two?