Springfield School

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| Blackbirds Class Medium Term Planning for Science 2 | |
| Topic: The Great Fire of London | Vocabulary: Digestion – oesophagus, tongue, mouth, teeth, large intestine, bowel, colon, stomach, vegetables, dairy, meat, carbohydrates |

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| **Lesson 1 ‘link it’**  **Eating and foods**  Exposition - What do we have for dinner? What is food?  Groups – Record what you had for dinner yesterday. What is food for?  Plenary – Share work | **Lesson 2 ‘learn it’**  **Digestion**  Exposition – What happens do our food when we eat it?  Groups – Complete the digestion experiment. Record what you did.  Plenary – Share work. | **Lesson 3 ‘learn it’**  **Teeth**  Exposition – Explore the different teeth in the mouth  Groups – Label our teeth. Explain how we care for our teeth.  Plenary – Share work. | **Lesson 4 ‘learn it’**  **The Eatwell Plate**  Exposition – Explore the Eatwell plate  Groups – Create a model of the eatwell plate  Plenary – Share work |
| **Lesson 5 ‘check it’**  **Healthy foods**  Exposition – Healthy balanced meals  Groups – Plan a healthy balanced meal based on the eatwell plate  Plenary – Share work | **Lesson 6 ‘check it’**  **Healthy foods**  Exposition – Healthy balanced meals  Groups – Shop for a healthy balanced meal based on the eatwell plate  Plenary – Share work | **Lesson 7 ‘check it’**  **Healthy foods**  Exposition – Healthy balanced meals  Groups – Make a healthy balanced meal based on the eatwell plate  Plenary – Share work |  |

Take the objectives for the LO stickers from this section

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| **Identifying, Classifying, Recording and Presenting Data**   |  | | --- | | 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.  **Children can:**  **a** talk about criteria for grouping, sorting and classifying;  **b** group and classify things;  **c** collect data from their own observations and measurements;  **d** present data in a variety of ways to help in answering questions;  **e** use, read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge;  **f** record findings using scientific language, drawings, labelled diagrams, keys, bar charts and tables. | | * Investigate and describe the basic needs of animals, including humans for survival (water, food and air). * Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. * **Recognise the impact of diet and exercise on the way the human body functions.** |

Progression of Learning

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| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils   * Knowledge of food and what humans need to survive | Activities provided during lesson  Resources  **PPTs**  **Pictures**  **Items for digestive experiment (bread coke bananas, tights)**  **Toothbrush and tooth paste**  **Range of foods**  Activities to explore –  - Digestion  -Teeth  -Healthy foods | Independent activities linked to lesson  Resources  **PPTs**  **Books**  **Pictures**  Activities-  -Labelling tasks, digestive system, teeth, Eatwell plate, healthy eating  Opportunities to demonstrate knowledge | How will the pupils share knowledge during or end of lesson  **Explore and discuss photographs of lessons**  Share and compare work through performance | Retrieve or generalization of learning after lesson   * Make healthy choices * Understand how their body works * Demonstrate good oral hygiene |