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**

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| 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.**
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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
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