Dore Primary School
Y3 Learning Journey Fantastic Food and Brilliant Bodies

ENDPOINTS **Substantive knowledge children will know:** **Disciplinary knowledge children will know how to / be able to:**	**Science:** - 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 - to compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. - to research different food groups and how they keep us healthy and design meals based on what they find out. - identify that humans and some other animals have skeletons and muscles for support, protection and movement. - introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions. - 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. **Art:** - to create sketch books to record their observations and use them to review and revisit ideas - Simple pencil exercises: different pencil texture (hatching, stippling) - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - Use and reflect on hand eye co-ordination to develop pencil control. - to improve their mastery of art and design techniques, including drawing, painting (watercolour fruit).
Links to Prior Knowledge:	Y1 Science - body parts, balanced diet triangle, hygiene
Links for Relevance and Currency:	Mental health, RSHE – Mental Wellbeing, Zones of regulation
Immersion Event / Activity:	Treasure hunt and large scale poster food group activity & visit from local greengrocer
Celebration of Learning:	Healthy Walk – Accessing animals diets etc. / Promotional Poster summing up learning
English Links:	Book Study Fantastic Mr Fox, Poetry, Persuasive writing food technology
Maths Links:	Pie charts, percentages, Venn diagram sorting

Subject	Lesson	Milestone (Key Knowledge or Skill)	Knowledge and Skills embedded through:	Outcomes	Links to Curriculum Drivers				
					Values	Outdoor Learning	P4C	Global/ Rights	TASC
RSHE		UNICEF Rights	Introduce and discuss Rights, Duty Bearers, Duty Holders terminology	Create class charter and children sign.				✓	
RSHE		Zones of regulation	Children understand strategies to cope in different zones.	Children discuss their 'what if' situation. What zone would they be in? What colour/what feeling?					
Outdoor Learning/ Science	1	Immersion Identify that animals, including humans, need the right types and amounts of nutrition.	Investigate 5 main food groups. Treasure hunt, where children collect foods. Sort into the correct food groups. Create large scale group food group poster.	Children understand that food belongs to different groups (sometimes more than one).	✓	✓			✓
Science	2	Identify that *humans*, need the right types and amounts of nutrition; that they cannot make their own food and they get nutrition from what they eat.	Recap the 5 food groups. Focus on what a balanced diet is. Discuss and recognise what is/isn't a good diet	Children design a nutritious, balanced meal for one of the farmers.	✓				✓

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			referring to Boggis, Bunce and Bean and the Eatwell plate.						
Science	3	Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat. To explain how living things obtain food. To understand why animals, including humans, need the right type of nutrients To compare and group animals by their diet.	Investigate the difference between how plants and animals get nutrition. Study pie charts of % of nutrition for different animals. Children explain what the right amount of nutrients are and at least one consequence of eating the wrong amount of nutrients. Children explain what types of nutrients humans need.	Children design a nutritious meal for an animal based on what its body will need and the activities the animal completes in a day.	✓				
Science	4	Identify that animals, including *humans*, need the right types and amounts of nutrition; that they cannot make their own food and they get nutrition from what they eat.	Class discussion based on the Change for life statement: "It is important that we eat a balanced diet." Supported by a healthy eating video clip: https://www.youtube.com/watch?v=mMHVEFWNLMc&list=PLbPWPsvL8htlqlBIKZRlvWCvLcoj9Iqt8 Brainstorm findings. Compare to the three farmers' eating habits. Plenary: outside create the percentages of the Eatwell balanced plate as a class using different coloured PE bibs to represent the 5 food groups.	**P4C** – Should Boggis, Bunce and Bean be encouraged to eat a healthier diet? Children visualise a balanced diet.	✓	✓	✓		✓
Science / Art / Music/ English	5	Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat. To understand the importance of fruit and vegetables to a human's diet.	To understand why it is important to eat fruit and vegetables and the key benefits to your body. Persuasive writing skills to persuade the audience. Learn 'five portions a day song' (outside) to remember fruit and vegetable names.	Children create their own 5 or 7 a day mascot to promote healthy eating of fruit and vegetables.	✓				
Science	6	Identify that animals, including humans, need the right types and amounts of nutrition; that they cannot make their own food and they get nutrition from what they eat. To work scientifically. Set up simple, practical enquiries and comparative and fair test. Make accurate measurements using standard units. Gather, record, classify and present data. Record findings using simple scientific language.	Children investigate which foods contain fat? Look at the diet of Bunce, which food group does it have a lot of? What are fats the benefits / disadvantages of fats? Discuss which foods the children think contain lots of fat. Why? Discuss variables and fair testing. Teach that only one variable can be changed during an experiment. Children write list of possible variables on whiteboards. (rub with same force, same size, same time)	Children set up and carry out a fair test investigating which foods contain fats. Identifying variables to change or keep the same. Record data and discuss results. Can the children suggest what Bunce should do about the amount of fat in his diet?					✓
Science	7	Identify that humans and some animals have skeletons and muscles for support, protection and movement. To explore and use classification keys. To sort animals based on their skeletons.	Learn the different skeleton types and classify animals using their knowledge.	Children to understand the different skeletons and discuss the pro/cons of these skeleton types. Children to sort animals into different skeleton types using their own classification key. Ext: children to make a twig skeleton (human, animal) of their choice. Can we guess what it is?		✓			
Science	8	Identify that humans and some animals have *skeletons* and muscles for support, protection and movement.	Which bones can they draw/identify to start with? Compare. In groups sort and label a human skeleton. Deep- find and label with scientific names too. Play	Children to sort the bones of a human skeleton Label bones with common and some scientific names. Contrast to other animal's skeletons.					✓

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			‘Simon says’ to reinforce knowledge. Compare to animal skeletons, identifying similarities and differences.						
Science	9	Identify that humans and some animals have skeletons and muscles for support, protection and movement.	To understand the three main functions of a skeleton (protection, support, movement).	Children to identify parts of the skeleton that protect the body; identify parts of the skeleton that support the body and help it move and explain how different parts of the skeleton work (print page 2 of the worksheet). Children to practise moving joints outdoors and imagine what it would be like if a joint had a different type.		✓			✓
Science	10	Identify that humans and some animals have skeletons and muscles for support, protection and movement.	Show video to introduce muscles and bone: https://www.bbc.co.uk/teach/class-clips-video/science-ks2-how-do-muscles-and-bones-work/zfgtscw Children complete a worksheet to identify x-rayed parts of the body. Add specific names of bones. Ask why muscles do not show up on the x-rays.	Children to sort and label muscles of a human.					✓
Science	11	Identify that humans and some animals have skeletons and muscles for support, protection and movement. To know why we need muscles to move, to set up a simple practical enquiry and record findings.	To explain how muscles allow movement and identify pairs of muscles in the body.	Children to and predict then find out which muscles were used for a selection of activities.		✓			
RSHE, Physical Education Science Maths	12	P1 Physical Health:	*BBC Learning - What Do Humans Need To Stay Healthy* https://www.youtube.com/watch?v=UxnEuj1c0sw *What happens inside your body when you exercise?* https://www.youtube.com/watch?v=wWGulLAa0O0	Children to sort items into a Venn diagram: things you enjoy, things that are healthy.					
Art	13	Master techniques: drawing	Understand how art requires a brilliant body via hand eye co-ordination.	Simple pencil exercises: Use and reflect on hand eye co-ordination to develop pencil control					
Art	14	Develop ideas	Experiment with composition	Simple pencil exercises: Use and reflect on perception and composition					
Art	15	Master techniques: drawing	Apply skills to a self portrait.	Self portrait					
Science / English / Drama	16	To understand the importance of hygiene.	Show the glitter experiment to allow children to understand how easily germs and bacteria spread.	Children to dramatise a food hygiene mistake and create their own persuasive poster to promote food hygiene.					✓
Art	17	To take inspiration from the greats.	Discuss the artist and techniques used to create his art work. Explain that the children are going to create their own version of an Arcimboldo today. Model creating one – what techniques do we need to use? Discuss which food groups the foods belong to.	Children create their own Arcimboldo art piece. Can we be creative with our use of different foods?					
P4C	18	To think about friendship and relationships and how we feel if we are ignored.	P4C enquiry based on Not now, Bernard to give children the opportunity to discuss how to feels to be ignored, especially if they have been spending a lot of time with their family during lockdown.	Children to discuss their feelings and emotions.			✓		

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P4C	19	Identify that animals, including humans, need the right types and amounts of nutrition.	P4C enquiry on childhood obesity Stimulus – images of food choices, cartoons, why obesity is common	Children to create their own question and have a philosophical discussion about a healthy, balanced diet and obesity.			✓		
P4C	20	Identify that humans and some animals have skeletons and muscles for support, protection and movement.	P4C enquiry on robots and humans. What ingredients would a scientist need to put into her robot's brain to make it the same as a human? Stimulus - https://www.youtube.com/watch?reload=9&v=QdQL11uWWcI&feature=youtu.be	Children consider how robots and humans can move in the same way but what differences are there? Can a robot ever think like a human?			✓		
Art	21	Master techniques: painting	Apply and add to drawing skills and apply to water-colours. Experiment with lines and colours.	Understanding of difference between drawing and painting.					
Art	22	Develop ideas	Apply skills to still life.	Water-colour representations of fruit and vegetables.					
P4C	24	Making healthy choices	Do the healthier snack quiz. Recap what makes a balanced diet and look into the Eatwell plate. Answer questions on videos about the different food groups. Should you be allowed to choose what goes into your packed lunch? Stimulus – article about unhealthy packed lunches. https://www.foodforlife.org.uk/whats-happening/news/news-post/lunchboxes	Children understand the importance of having a balanced diet. Children understand the different food groups. Children think about making healthy choices for their packed lunches.			✓		
RSHE	25	M1 Mental Wellbeing:	Go through emotions on ppt and give chn an opportunity to share when they have felt these emotions. Which ways are positive? In pairs discuss: why talking and sharing can help? What 'listen to your feelings' means? List 5 techniques we can use to help us control our emotions.	Understand emotional regulation demonstrated by Chn fill in their own stress buckets.					
RSHE	26	M2 Mental Wellbeing:	Use **Michel Rosen's Sad Book** **https://www.youtube.com/watch?v=F4WOo0Lsr14** Use ppt to discuss questions about the book. Discuss self-esteem and how important it is and how to build your self-esteem. Discuss are we happy all of the time? What can we do when we feel sad?	Create an illustration of their emotions, with things that cause them to feel positive coloured in brightly and things that cause them to feel negative, drawn in pencil	✓				

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Computing	27	Healthy Living – persuasive poster To combine text and graphics to communicate information to the intended audience.	Using the **Publisher** program, children to create a well-designed poster with a clear healthy lifestyle message. The poster will include images, a catchy phrase and key information. **L1 focus** Look at existing posters. Together list key features of posters: choices of size, colours, location, fonts etc. Discuss why effects were used. Draft a poster layout. **L2 focus** - Can I use Word Art to alter the appearance of text? Show children how to use Word Art. Focus on the Text Effects function. *Transform* will give the best results. **L3 focus** - Can I use Clip Art to add images to a document? Explain how to drag and drop, and resize images.	To use publisher to combine text and graphics to produce a well-designed poster with a clear healthy lifestyle message.	✓				✓
RE		**Hinduism**	Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Does participating in worship help people to feel closer to God or their faith community? (Belonging)	We are learning to investigate what happens during the festival of Divali and whether the celebrations bring a sense of belonging to Hindus.	✓		✓		
DT – Baking Physical Education, Outdoor Learning, Geography Fieldwork	28	Final Lesson Baking and Outdoor woodland walk.	As finale to our Fantastic Food and Brilliant Bodies topic we will walk to Ecclesall Woods. Children make a healthy cereal bar to take on the walk. We want to put into practice what we have been discussing in school: helping to keep our minds and bodies in good condition by doing regular outdoor activities. We will also be investigating the diets of other inhabitants of the woods.	To bake a healthy recipe. To participate in a healthy outdoor activity. To explore and identify our local woodland's flora and fauna. Fieldwork: To recognise animal habitats and food chains (using collected items from walk).	✓	✓			
Music **Violin**	29-34	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations		Children to perform a violin recital for parents.					
Outdoor Learning	35	Rope: Skill development: Activity 1: friendship bracelet (wool) Activity 2: knots (overhand knot, half hitch, timber hitch, reef knot) Activity 3: wrap a stick with wool (different colours) Activity 4: sheer lashing & square lashing (poles and rope)		Children develop their skills with rope.		✓			

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		Can tie using a square lashing, a clove hitch, a timber hitch, can plait/braid a cord / friendship bracelet and can tie with a reef knot						
Geography Fieldwork	36	Make link with local grocer. Grocer discusses their job and where different fruit and vegetables come from around the world.	Children to use a map of the world and research where different fruits and vegetables come from.				✓	
Other Events:								
Geography RSHE		**One World Week** **Celebrating Diversity**	Children complete Atlas Page about their class country (flag, map, language etc) Celebrating Diversity – children share home learning about their families and where they come from.				✓	
RSHE P4C		**Black History Month**	Children watch BBC video clips: https://www.bbc.co.uk/teach/class-clips-video/history-ks2-black-british-stories/z3w84xs and are involved in discussions regarding diversity and race.	✓		✓	✓	
RSHE		**Anti-Bullying Week**		✓		✓	✓	