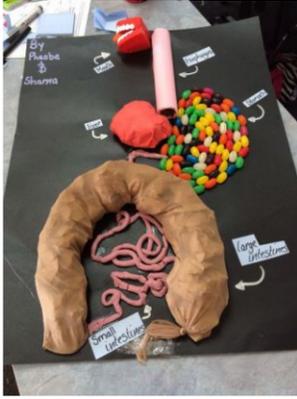




	Week 1	Week 2	Week 3	Week 4	Week 5
Science	<p><b>Objective:</b> I understand that animals including people have different diets</p> <p><b>Success Criteria:</b> <b>Support:</b> S5 I can distinguish between people and animals. Identify a range of animals, using words, symbols or pictures. Find an animal in its habitat. <b>Core:</b> S9 I can identify sources of food. Match animals to the food they eat. <b>Extension:</b> S11 I can describe how animals obtain their food from plants and other animals. animals. <b>LOtC:</b> -investing animals in Forest School and Farm School and their diet -healthy picnic in the community</p> <p><b>SMSC:</b> using positive language, taking turns, sharing books and resources, being kind to each other, respecting other people differences</p> <p>Using IT: <b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Looking at the animals and their food habits</li> <li>Looking at science books related to healthy eating</li> </ul>	<p><b>Objective:</b> I understand that animals have different diets</p> <p><b>Success Criteria:</b> <b>Support:</b> I can label food items <b>Core:</b> I can label which part of the meal includes the nutrients <b>Extension:</b> I can design a meal that would provide all of the nutrients we need, <b>LOtC:</b> -investing animals in Forest School and Farm School and their diet -healthy picnic in the community</p> <p><b>SMSC:</b> using positive language, taking turns, sharing books and resources, being kind to each other, respecting other people differences</p> <p>Using IT: <b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>video <a href="http://www.bbc.co.uk/education/clips/zft634j">www.bbc.co.uk/education/clips/zft634j</a></li> <li>exploring cookery books, looking for healthy food</li> <li>Looking at science books related to healthy eating</li> </ul>	<p><b>Objective:</b> I can identify that animals, including humans, need the right types and amount of nutrition</p> <p><b>Success Criteria:</b> <b>Support:</b> I can sort food items into two groups: fruits and sweets <b>Core:</b> I know the 5 food groups and the proportions of each needed to create a healthy, balanced diet <b>Extension:</b> I know the nutritional properties of carbohydrates, fruit and vegetables, proteins and dairy foods as well as importance of limiting fat and sugar intake</p> <p><b>LOtC:</b> LOtC: -investing animals in Forest School and Farm School and their diet -healthy picnic in the community</p> <p><b>SMSC:</b> using positive language, taking turns, sharing books and resources, being kind to each other, respecting other people differences</p> <p>Using IT: <b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Twinkl healthy eating pack</li> <li>Looking at animal atlas books</li> <li>Eatwell Plate meal design task <a href="file:///C:/Users/IBU/Downloads/-resource-lks2_science_yr_3_autumn_1_keeping_healthy_session_2_resources.pdf">file:///C:/Users/IBU/Downloads/-resource-lks2_science_yr_3_autumn_1_keeping_healthy_session_2_resources.pdf</a></li> </ul>	<p><b>Objective:</b> I know that humans and some animals have skeletons</p> <p><b>Success Criteria:</b> <b>Support:</b> I can match parts of the skeleton <b>Core:</b> I understand the functions of the skeleton <b>Extension:</b> I can name parts of the skeleton and describe their functions <b>LOtC:</b></p> <p><b>SMSC:</b> using positive language, taking turns, sharing books and resources, being kind to each other, respecting other people differences <b>MSC</b></p> <p>Using IT: <b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Skeleton parts matching activity <a href="file:///C:/Users/IBU/Downloads/-resource-lks2_science_yr_3_autumn_1_keeping_healthy_session_3_resources.pdf">file:///C:/Users/IBU/Downloads/-resource-lks2_science_yr_3_autumn_1_keeping_healthy_session_3_resources.pdf</a></li> <li>Dem bones song</li> <li>Body parts, body awareness games</li> <li>Looking at human and animal atlas books</li> </ul>	<p><b>Objective:</b> I know that humans and animals have muscles</p> <p><b>Success Criteria:</b> <b>Support:</b> I can participate actively in body movement songs <b>Core:</b> I can explain the role of muscles <b>Extension:</b> I can name some of the muscles <b>LOtC:</b> Movements activities in the local community</p> <p><b>SMSC:</b> using positive language, taking turns, sharing books and resources, being kind to each other, respecting other people differences</p> <p>Using IT: <b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>To investigate whether people who do more sport have stronger muscles <a href="file:///C:/Users/IBU/Downloads/-resource-lks2_science_yr_3_autumn_1_keeping_healthy_session_4_resources.pdf">file:///C:/Users/IBU/Downloads/-resource-lks2_science_yr_3_autumn_1_keeping_healthy_session_4_resources.pdf</a></li> <li>Looking at human and animal atlas books</li> </ul>



Week 6	Week 7	Week 8	Week 9	Week 10
<p><b>Objective:</b> I begin to understand that digestive system is the group of organs that break down food in order to absorb nutrients</p> <p><b>Success Criteria:</b>  <b>Support:</b> I can make a model of human digestive system together with my class friends  <b>Core:</b> I can name main parts of the digestive system in humans  <b>Extension:</b> I can describe simple functions of the basic parts of the digestive system in humans  LOtC: Investigate animals and nutrition facts of their diet  SMSC: using positive language, taking turns, sharing books and resources, being kind to each other, respecting other people differences</p> <p>Using IT:  <a href="https://www.youtube.com/watch?v=-1aZj6v6dxc&amp;feature=share">https://www.youtube.com/watch?v=-1aZj6v6dxc&amp;feature=share</a> take a ride through the digestive system</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>digestive system experiment <a href="https://uk.pinterest.com/pin/481040803919954599/">https://uk.pinterest.com/pin/481040803919954599/</a></li> <li>to make a model of the digestive system</li> </ul>  <ul style="list-style-type: none"> <li>Looking at Science books (The human body atlas)</li> </ul>	<p><b>Objective:</b> I understand that organs of digestive system have different functions</p> <p><b>Success Criteria:</b>  <b>Support:</b> I can sequence pictures to describe what happens after I eat my food  <b>Core:</b> I can describe what happens to food as it goes through the body  <b>Extension:</b> I can explain what happens to food as it goes through organs of digestive system  LOtC: Investigate animals and nutrition facts of their diet  SMSC: using positive language, taking turns, sharing books and resources, being kind to each other, respecting other people differences  Using IT: playing science games</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>to investigate how much we eat every day</li> </ul>  <ul style="list-style-type: none"> <li>Looking at Science books (The human body atlas)</li> </ul>	<p><b>Objective:</b> I understand that animals have different kinds of teeth because they have different diets</p> <p><b>Success Criteria:</b>  <b>Support:</b> I can match human teeth  <b>Core:</b> I can name different types of teeth and explain their functions  <b>Extension:</b> I can explain the structure of tooth  LOtC: Looking at different animals, they diet and teeth  SMSC: using positive language, taking turns, sharing books and resources, being kind to each other, respecting other people differences  Using IT: playing science games</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li><a href="http://www.bbc.co.uk/bitesize/ks2/science/living_things/teeth_eating/read/1/">http://www.bbc.co.uk/bitesize/ks2/science/living_things/teeth_eating/read/1/</a> teeth and eating video</li> <li><a href="http://www.bbc.co.uk/bitesize/ks2/science/living_things/teeth_eating/read/5/">http://www.bbc.co.uk/bitesize/ks2/science/living_things/teeth_eating/read/5/</a> different types of teeth video and games</li> <li>taking pictures of teeth and labelling</li> <li>Looking at Science books (The human body atlas)</li> </ul>	<p><b>Objective:</b> I know how to look after my teeth</p> <p><b>Success Criteria:</b>  <b>Support:</b> I can brush my teeth with support  <b>Core:</b> I know how to prevent my teeth against tooth decay  <b>Extension:</b> I can explain how sugary diet effect my teeth  LOtC: Looking at different animals, they diet and teeth  SMSC: using positive language, taking turns, sharing books and resources, being kind to each other, respecting other people differences  Using IT: creating ppt how to look after my teeth</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>watching brushing teeth video</li> <li>brushing teeth every day</li> <li>looking at teeth</li> <li>visiting local/school dentist</li> <li>Looking at Science books (The human body atlas)</li> </ul>	<p><b>Objective:</b> : I understand the key idea of a food chain</p> <p><b>Success Criteria:</b>  <b>Support:</b> I can sort animals into two groups depending on food they eat: plants or animals  <b>Core:</b> I can understand how a food chain works  <b>Extension:</b> I can give some examples of food chains  LOtC: Looking for food chains related to the forest animals  SMSC: using positive language, taking turns, sharing books and resources, being kind to each other, respecting other people differences  Using IT: playing science games</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>labelling food chains</li> <li>cut out and stick the organisms from an ocean food chain and from a rainforest food chain into the correct places</li> <li>draw their own example of a food chain</li> <li>matching animals with their food, sorting animals</li> <li>looking at books about animals and National Geographic magazine</li> </ul>  <ul style="list-style-type: none"> <li>Looking at Science books (The human body atlas)</li> </ul>



Week 11				Suggested Home Learning
<p>Sc4/2.2c construct and interpret a variety of food chains, identifying producers, predators and prey.  <b>Objective:</b> : I can understand the key idea of a food chain</p> <p><b>Success Criteria:</b>  <b>Support:</b> I can sort animals into two groups depending on food they eat: plants or animals  <b>Core:</b> I can understand how a food chain works  <b>Extension:</b> I can give some examples of food chains            LOtC: visiting Banham zoo            SMSC: using positive language, taking turns, sharing books and resources, being kind to each other, respecting other people differences            Using IT: animal food chains games  <b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• labelling food chains</li> <li>• cut out and stick the organisms from an ocean food chain and from a rainforest food chain into the correct places</li> <li>• draw their own example of a food chain</li> <li>• matching animals with their food, sorting animals</li> <li>• looking at books about animals and National Geographic magazine</li> </ul>				<p>visiting zoo, farms, forests            looking at animals            cooking healthy meals            watching science tv programs</p> <p><a href="http://www.bbc.co.uk/schools/websites/411/site/science.shtml">http://www.bbc.co.uk/schools/websites/411/site/science.shtml</a></p> <p><a href="https://www.youtube.com/watch?v=sJrDiUG2JAo">https://www.youtube.com/watch?v=sJrDiUG2JAo</a></p> <p><a href="http://www.scienceboffins.co.uk/science-corner/popular-fun-science-to-try-at-home">http://www.scienceboffins.co.uk/science-corner/popular-fun-science-to-try-at-home</a></p>