

digestive system in humans

- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey.
- Which is the best toothpaste to clean shoe polish from a tile?
- How clean are our teeth at different times during the day (Use disclosing tablets)

Work scientifically

Compare

- The teeth of carnivores and herbivores, Suggest reasons for differences

Find out

- What damages teeth and how to look after them.

Draw and discuss

- Ideas about the digestive system and compare them with models or images.

Other teaching ideas

- Label a diagram of the different parts of the digestive system.
- Use websites to explore the digestive system such as http://kidshealth.org/kid/interactive/digestive_it.html
- Make a model of a digestive system
- Use model teeth and break up play dough
- Create food chains for animals in different countries.
- Sort animals into carnivores, omnivores and herbivores.

COMPUTING

E-safety Sessions Objective.

- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Blogging / Data Handling and Publishing delivered through day to day teaching of Literacy and Numeracy.

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information .

Spirituality

COME and
SEE

Emotional Awareness

PSHE Learning Mentor
GREAT

Art and Music

End of topic
celebration of
learning.



Enterprise – Link to GREAT.

Giving something back

Possibilities

Geography

Human and Physical Geography

describe and understand key aspects including: climate zones.

Geography skills and Field work

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Climate Zones

1. What is Britain's climate?
2. What is the climate like in a rainforest? (review work from y3)
3. What are climographs? What are their purpose? Compare Britain and Jamaica.
4. The seasons of Canada.
5. How does the climate affect how people live?
6. Should we be concerned about global warming?

Physical Education

Using Tennis/Kurling and Football Skills.

- To continue to apply and develop a broader range of skills
- Enjoy communicating, collaborating and competing with each other
- Develop an understanding of how to improve in different physical activities and sports
- Evaluate and recognise their own success.

French

- Lesson 1 - Names of Countries. (270)
- Lesson 2 - French Towns (282)
- Lesson 3 - Where are you Going? (288)
- Lesson 4 - Points to the Compass (297)

Art - Rainforest Collage – Henri Rousseau

- Use sketchbooks to collect and record visual information from different sources.
- Experiment with different grades of pencil and other implements to draw different forms and shapes.
- Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects
- Work on a range of scales
- Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures
- Use collage as a means of collecting ideas and information and building a visual vocabulary.

Music – Rainforest Soundscape

- Explore melodic patterns
- Begin to use notation for crotchets, minims, semibreves and quavers
- Use strong contrasts in dynamics to add light and shade
- Compare tempi
- Discuss differences in timbre between a variety of world instruments
- Experiment with weaving melodic or rhythmic parts