

(Science Black Beauty) - (Movement and Feeding)

Key Stage/Year	Lower KS2 (Year 3)
Approximate Number of Lessons and Term	14 Lessons plus two lessons for assessment and one lesson for feedback. All lessons are on Google Classroom.
Qualification/Exam (if applicable)	N/A

Consideration of prior learning	Work will be focused around plugging in gaps in knowledge as some students have been absent from education for considerable time.
How will learners' knowledge, skills and understanding be checked at the start of the unit?	Class discussion on what healthy and unhealthy foods are and examples. Ask if students can name any major parts of the skeleton and what do they think it is for? Question if students can give examples of how different foods help to keep us healthy.

How will learners' knowledge, skills and understanding be checked at the end of the unit?	Use of a knowledge retriever and end of topic multiple choice quiz with access arrangements as some students will struggle to read the questions.
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Learning Outcome	Approx. No. of Lessons	Potential Activities	Behaviour/Safety/Personal Development/SMSC Opportunities
I can sort different foods into different food groups.	1	Students are given a picture of a plate with the food groups on it and pictures of different foods. Students match the food to the food group.	Healthy eating.
I can describe what carnivores, omnivores and herbivores eat.	1	Students investigate different animals and their diets.	Animal care.
I can give examples of food that is good for me and food that I should keep as treats.	1	Using the food plate students investigate certain foods and what nutrients they provide and what happens if we eat too much.	Awareness of specific foods that provide specific nutrients such as milk and calcium for bones.
I can label some of the bones in the human body and explain why we have muscles.	1	Students try to pin the names of bones to a cut out of a human skeleton. We also have a life size skeleton for students to look at the various sizes of bones. Look at how muscles contract and relax.	Awareness of exercise on the body.
I can use scatter graphs to identify trends and I can spot mistakes in the data used.	1	Students look at pre prepared graphs and learn about how to spot mistakes and what an anomaly is in science and how to label a diagram.	Numeracy.
I can use evidence from the results collected to answer questions and draw simple conclusions.	1	Students create a simple table to record data such as preferred vegetables from a set choice.	Numeracy
I name examples of objects that produce light and examples of objects that	1	Experiment with a torch to see which objects reflect light and which absorb light. Also other light producing objects such as lights in a classroom.	Learning of key words such as luminous and non luminous. Careful not to throw torch or shine light into other people's

reflect light.			eyes.
I can recognise that shadows are formed when the light from a light source is blocked by a solid object.	1	Experiment to shine a torch through different objects to see if they let all of the light through, some of the light through or none of the light through.	Numeracy as we will be creating a table to record the results.
I can sort different materials into groups labelled transparent, translucent or opaque.	1	Look at the result from the experiment above and sort the objects into three groups according to how much light they let through. Try to identify their common properties.	
I know that light from the Sun can be dangerous and that there are ways to protect my eyes.	1	Look at diagrams of the eye and use an eye model to give a simple explanation of how the eye works.	
I can find patterns in the different ways that shadows change shape and size.	1	Create an experiment to measure and record how a shadow changes shape and size if you move it closer and further away from a light source.	Numeracy.
I can draw a poster or create a presentation to show how shadows change shape and size.	1	Students illustrate what they have learnt by creating a poster/mindmap or drawing pictures or writing key words.	Literacy.

Possible Adaptations for Higher and Lower Achievers	Higher achievers can try plotting a graph or drawing lines of best fit and they can try to design their own simple experiments and write their own instructions. A lot of our students struggle with their reading ability and so cut and stick with pictures rather than words and a focus on the key words only will help our lower achievers.
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