

Project Design: Overview

Vincentian Value: We build relationships based on trust.	Teachers: Elaine Regan, Matt Gibson and Emma Scelsi
Driving Question: <u>How can we teach others about staying fit and healthy?</u>	Year Group: 3 and 4 - LKS2
STEM/Cultural/Wellbeing: Wellbeing	Duration: 12 weeks

Project Summary for school website (include student role, issue, problem or challenge, action taken and purpose/beneficiary)

This summer term, LKS2 will be investigating the Vincentian Value of 'We build relationships based on trust' with the key driving question 'How can we teach others about staying fit and healthy?' We will begin our project by looking at what it means to be fit and healthy, exploring how God has given us stewardship of ourselves and our wider community and how we can share this information with our wider community.

Further research will be done on the intricacies of the different systems contained within the human body such as the digestive, skeletal, and muscular structures. The children will then look at how these systems are supported by a balanced, healthy and active lifestyle. To support their learning further, the children will plan a balanced meal within a small budget which they buy from a local grocery store, prepare in school and eat. This will further enable them to share their learning at home and in the future. The children will be producing non-chronological reports to detail their findings in both of these areas to support articles 3, 24, and 33 from the UNCRC.

Children will explore the importance of looking after our bodies and our environment with sustainable choices. Children will investigate if there is such a thing as only 'good' or 'bad' foods and how we can distinguish between these choices. They will showcase their understanding through a persuasive piece of writing. They will also research further about positive role models who show a fit, balanced lifestyle, this will then lead to us looking at how these role models are supported by a healthy, balanced diet. We will then compare their diets and lifestyles to athletes from the past with a specific focus on the Roman Civilisation who were renowned for their Gladiator games. We will then evaluate how our lives changed and evolved from this point. The children will explore how the influence of people, alcohol, drugs and tobacco has an impact on a healthy lifestyle.

The children will look further at how they can impart their new knowledge to those in their community by conducting an activity survey, designing movement breaks for all of the children and further delivering this as a warm up for all children into our upcoming sport's day. To further inspire the children, they will be designing their own 'school anthem' with an accompanying musical score. The children will then pass on their new found knowledge to younger children in both key stage one and Early year's foundation stage by planning, writing and reading their own fictional story that details how they can stay fit and healthy for the future.

Key Knowledge and Understanding (National Curriculum Objectives)

Literacy:

Story writing
Persuasive writing

Time adverbials
Preposition
Synonyms
Ellipsis

Science:

Animals including humans

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

Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Balanced diets, nutrition, water,

Describe the simple functions of the basic parts of the 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

Computing:

Digital Literacy

Can talk about key online safety 'rules', knows what may be unacceptable behaviour, and knows where to go / report if a problem. (unplugged, internet scenario cards, PSHE powerpoints, 3BM SoW, BBC video)

Surveys

Can use a data file to find answers to straight-forward questions, (such as through data logging or a survey or a prepared database or a simple spreadsheet, etc). (j2 vote, j2data

Ms excel, j2 investigate)

-use programming software to design an obstacle course for a gladiator character

Art

Talk about and recreate patterns in the environment.

To explore Roman mosaics and create a mosaic

Drawing

To create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, and pastels.

DT

Food technology

Gain an understanding of the ways in which specific food groups apply to the principles of a health and varied diet.

Sort and classify an increasing range of food according to specific food groups, e.g. proteins, carbohydrates, fats etc.

Identify what needs to be done in order to work safely and hygienically when working on a range of tasks.

History

To ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

To know and understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.

To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation'.

To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.

To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Finding Out About the Past (Enquiry):The Roman Empire and its impact on Britain

- Roman gladiators and games
- Roman buildings and engineering - study roman roads, buildings and aqueducts. *How did Romans provide enough water for their towns and cities?*
- Roman legacy: study cities, rule of law,, numerals and the calendar, *how many aspects of modern life can be traced back to the romans? **Do we need this part in here?***

Geography

Human and physical geography

To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Geographical Enquiry:

To use an increasing range of secondary sources and first-hand enquiry, e.g. surveys.

Present findings using a range of simple graphs and charts.

Talk about evidence and draw simple conclusions.

Geographical Skills & Fieldwork

To take part in simple fieldwork using simple equipment, e.g. compass, map, camera etc.

To use simple geographical vocabulary, e.g. country, city, climate, landscape.

To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Sustainability

To justify reason, thoughts and views with factual information.

To provide factual evidence to support ways in which people can improve and sustain the environment.

Music

Musical elements - compare and contrast sounds according to pitch, duration, dynamics, tempo

PE

To be able to compete against others in short and long running activities that are organised.

To understand the rules involved in competitive activities such as in a sports day and link to the Ancient Roman Games.

PSHE

To understand or be able to:

That medicines are drugs, but not all drugs are good for us .

That alcohol and tobacco are harmful substances.

That our bodies are created by God, so we should take care of them and be careful about what we consume.

That in an emergency, it is important to remain calm.

That quick reactions in an emergency can save a life.

How to help in an emergency using their First Aid knowledge. (TBC)

Physical and Mental Health

Strategies to develop self-confidence and self-esteem.

Strategies to manage transitions between classes and key stages.

Money - Different ways to pay for things and the choices people have about this. To recognise that people have different attitudes towards saving and spending money, what influences decisions and what makes something good value for money. Explore how people's spending decisions can affect others and the environment (fair trade, buying single use plastics, giving to charity). Explore the risks associated with money (won, lost, stolen).

drugs, alcohol and tobacco - links in

Rights Respecting

UNCRC Articles to be covered

Article 3 All adults should do what's best for you

Article 24 you have the right to the best health possible

Article 33 you have the right to be protected from dangerous drugs.

Key texts to be studied

- The Couch Potato - Jory John and Pete Oswald (Y2)

Could be changed in the future to:

- Demon Dentist - David Walliams
- *The Astounding Broccoli Boy* - Frank Cottrell-Boyce
- *Giant* - Kate Scott
- *Lazy Ninja: A Children's Book About Setting Goals and Finding Motivation* by Mary Nhin (Picture Book, KS1)

Significant people to be studied

How have they shown what it means to be healthy and a good role model?

Sky Brown
Emma Raducanu
Marcus Rashford

The Romans (Ancient Civilization)

Success Skills (to be taught and assessed)

Critical Thinking/Problem Solving

Self-management

Collaboration

Other

Catholic Social Teaching Element:

Life and dignity of the human person	Call to family, community and participation	Rights and Responsibilities	Option for the poor and vulnerable	Dignity of work and rights of workers	Solidarity	Care for God's Creation
X	X					X

UTOPIA (KA2 Erasmus Project) Element:

Developing skills for Cross Curricular teaching in an outdoor and/or community based environment.

Community Based Evidence	Outdoor Learning Evidence	What 21 st Century Skills are you developing?	Cross Curricular Evidence
X			X

Entry Event

Children are given a budget planner for them to spend £5 on food/snacks of their choice for their lunch. Evaluate decisions and see how their food choices differ. (What did they want to buy? Why is it balanced?).

Products – Individual

With £5 create a healthy and balanced meal.

Products – Team

- To deliver an assembly to the rest of school on how to stay fit and healthy.
- Lead a warm up before sports day for all children.

Making Products Public (include how the products will be made public and who students will engage with during/at the end of the project)			
Twitter School Website blogs Sports Day events			
Resources Needed (include human resources, facilities, equipment, materials, community resources)			
Food Monetary budget - individual child games resources Sports Day equipment Romans topic box (artefacts) - Humanities cupboard. <i>17.5.22: LKS2 Workshop on teeth - parent-led visit (Mrs Young, Dental Hygienist) to discuss dental health regarding both diet and good oral hygiene.</i> <i>LKS2 parent visit/workshop - Mr Pill (trainer) focus on exercise. Dates TBC.</i>			
Reflection Methods (include how the individual, team and/or whole class will reflect during/at end of project)			
Journal/Learning log		Focus Group	
Whole class discussion	x	Fishbowl Discussion	
Survey		Other:	

Project Design: Student Learning Guide		
Project: We build relationships based on trust.		
Driving Question: How can we teach others about staying fit and healthy?		
Teaching Sequence	Learning Objectives	Assessment Checkpoints
Entry Event: What does it mean to be fit and Healthy?		Cold Task
<p>What do humans and animals need to stay fit and healthy?</p> <p>Understand the healthy food plate) nutrition, water and exercise</p> <p>focus on a balanced diet that also involves activity.</p> <p>Children produce an extended piece of writing on a balanced diet.</p>	<p>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. (Year 3 and 4)</p> <p>To gain an understanding of the ways in which specific food groups apply to the principles of a health and varied diet. (DT YR ¾)</p> <p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p>	<p>Children create a meal plan or set of meals that are balanced.</p> <p>Non-chronological report on what a balanced diet looks like.</p> <p>Cold Task</p>

	To use a range of conjunctions, adverbs and prepositions to show time, place and cause.	
<p>What is going on in our bodies?</p> <p>How do we digest food? (Science)</p> <p>What do our muscles and bones do? Emma</p>	<p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	2nd Non Chronological report to see progress from the 1st.
<p>How do our teeth help us? Emma</p> <p>LKS2 Workshop on teeth - 16.5.22, parent-led visit (Mrs Young, Dental Hygienist) to discuss dental health regarding both diet and good oral hygiene. Monday 16th May 2022.</p> <p>Scientific investigation here - 2p coin and chocolate button in coke.</p>	<p>To identify the different types of teeth in humans and their simple function</p> <p>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Sc4/1.6 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>move science investigation here?</p>	Science investigation - Being able to plan and complete a science investigation.
<p>What about animals? Are they the same/different? Are we considered as animals? (Science animals including humans) Matt</p>	<p>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</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey</p>	Poster on food chains, what predators and prey are.
<p>Persuasive writing - Is all food good for you? Matt</p>	<p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p>	Cold and Hot Task - persuasive writing - Is all food good for you?
What is a healthy, balanced meal?	To plan a healthy balanced meal.	

<p>Can we plan and create our own healthy and balanced meal? (P.E, science and PSHE).</p> <p>Emma</p>	<p>To use our budget from the entry event and understand the struggles of a healthy balanced lifestyle and money.</p> <p>To talk about what needs to be done in order to work safely and hygienically.</p> <p>To physically create their meal.</p> <p>To create sketches of fruit and vegetables and record their observations in the style of Arcimboldo.</p> <p>To review and revisit ideas of this to improve their mastery of art and design techniques, including drawing and using pastels.</p>	
<p>With our budget, can we go and buy a healthy, balanced meal?</p> <p>Emma</p>	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (trip).</p> <p>To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world (trip).</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause. (Trip write up)</p> <p>Identify what needs to be done in order to work safely and hygienically when working on a range of tasks (making of the food).</p> <p>To understand the different ways to pay for things and the choices people have about this</p> <p>To recognise that people have different attitudes towards saving and spending money, what influences decisions and what makes something good value for money</p>	<p>Children to plan a trip to Waitrose Mill Hill.</p> <p>Children to create an annotated 8 figure map with routes to and from Waitrose.</p> <p>Children create a meal plan and a meal from the foods they choose.</p> <p>Write up after - what else benefitted us on our journey to Waitrose? (Walking/exercise) (recount piece)</p> <p>Budget planner - to evaluate if they have gone over budget/stayed within budget/saved from entry event.</p> <p>Put together their healthy meal (DT)</p>

<p>Who do we have as healthy role models in our lives?</p> <p>Elaine</p> <p>(Children to investigate Healthy lifestyle in Roman Times focus on Gladiators and public sporting events in Ancient Rome).</p> <p>LKS2 parent visit/workshop - Mr Pill (trainer) focus on exercise. Date: 14th June 2022 TBC.</p>	<p>Sports personalities Look Romans: entertainment = Gladiators; spas, baths atrium (gyms) for fitness.</p> <p>To understand the rules involved in competitive activities such as in a sports day and link to the Ancient Roman Games.</p>	<p>Mind map.</p>
<p>How did the Roman conquest change how people in Britain ate, and how they looked after their health?</p> <p>Elaine</p>	<p>To establish a chronological understanding of the Roman Invasion of Britain.</p> <p>To evaluate the Roman Empire and its impact on Modern Britain.</p>	<p>Timeline</p> <p>Children to create a fact file /non chronological report to compare the capital cities of Italy (Ancient Roman Civilisation) and the UK (2022).</p> <p>Children to evaluate and identify similarities and differences between then and now (Roman legacy). Suggest reasons for/evaluate for their observations.</p>
<p><i>Art lessons</i> What is a mosaic? What are they made from?</p>		
<p>Has food, health and fitness always been this way?</p> <p>Elaine</p>	<p>To look at Ancient Roman medicine: influences and practices. i.e. Romans were firm believers in public health - it aims to keep the whole community in good health and prevent the spread of disease.</p>	
<p>What are other factors that keep us fit and healthy?</p> <p>PSHE - drugs, alcohol and tobacco. Sleep here too. Emma</p>	<p>To understand: That medicines are drugs, but not all drugs are good for us That alcohol and tobacco are harmful substances That our bodies are created by God, so we should take care of them and be careful about what we consume That in an emergency, it is important to remain calm That quick reactions in an emergency can save a life How to help in an emergency using their First Aid knowledge (First Aid is not definite)</p>	<p>PSHE assessment from TenTen.</p>
<p>What do we need to keep our world fit and healthy?</p> <p>Elaine Sustainability</p>	<p>To describe and understand key aspects of human geography, i.e. economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Children create a map of where foods from their balanced meal have travelled.</p> <p>Create annotated poster to promote healthy living and keeping fit and reasons why</p>

<p><u>Possible Challenge/ Extension/ Independent Research:</u> <i>Children could create detailed booklet or factfile on sustainability - linked to charities who support sustainable living in other countries such as Wateraid, Cafod.</i></p> <p>Investigate and link learning to the UN Sustainable Development Goals.</p>	<p>To discuss and describe how people try to improve and sustain their environment.</p> <p>To give reasons for local environmental issues.</p>	
<p>How can a community be fit and healthy?</p> <p>Is our local community fit and healthy?</p> <p>(ICT) Matt</p>	<p>Can use a data file to find answers to straight-forward questions, (such as through data logging or a survey or a prepared database or a simple spreadsheet, etc)</p>	<p>Children create and conduct surveys on the school's fitness, sleep and food choices.</p>
<p>How can we make our school fitter?</p> <p>Matt/Emma</p>	<p>Plan, perform and repeat longer sequences of movements that include changes in speed, level, direction.</p>	<p>Children deliver a video or demonstration of a 5 minute warm up/movement break/exercise session for the rest of the school.</p> <p>Children deliver this at sports day.</p>
<p>Can we create our own national school anthem for our sporting events?</p> <p>Emma (Music)</p>	<p>Rhythm, pitch and texture lessons and pulse and rhythm too on oak academy. Use drums here.</p>	<p>Create a musical piece for a school anthem.</p>
<p>Can we create a story for KS1 about how to stay fit and healthy?</p> <p>Write your own story for younger children about how to stay fit and healthy.</p> <p>(Literacy Story writing) Elaine</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To begin to create settings, characters and plot in narratives.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To use the full range of punctuation</p>	<p>Cold and Hot Task - story writing (fiction)</p>

	<p>taught at key stage 1 mostly correctly including:</p> <ul style="list-style-type: none"> -capital letters, full stops, question marks and exclamation marks; -commas to separate lists; -apostrophes to mark singular possession and contractions. <p>To punctuate direct speech accurately, including the use of inverted commas.</p>	
<p>Final outcome: Individual and Team products</p>	<p>T: Children deliver an assembly to the rest of school on how to stay fit and healthy. I/T: Children lead a warm up before sports day for all children. KS1 Story - teaching them how to be fit and healthy.</p>	