



## HEALTHY ME



This is the final step in the children's development in their understanding of how their body works, it builds upon their prior learning about other body systems, and develops their understanding of the circulatory and respiratory systems of the body. The children's understanding of food technology is further developed through their creation of balanced healthy meals.

This topic focuses on the benefits of healthy eating and regular physical activity

### SUBJECT AREAS

SCIENCE

- To plan a fair tests selecting the most suitable variables to measure, change and keep the same
- To recognise when variables need to be controlled or cannot be controlled
- To identify when and how to use fair tests
- To make predictions based on previous test results
- To take measurements, using a range of scientific equipment with increasing accuracy and precision
- Identify evidence that supports/ refutes causal relationship
- To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, scatter graphs and models
- To present findings in written form, displays and other presentations
- Take repeat readings when appropriate
- To report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions
- To identify evidence that has been used to support or refute ideas
- To evaluate original hypothesis against observed evidence and reach appropriate conclusions
- Begin to identify how reliable the data is
- To identify scientific evidence that has been used to support or refute ideas or arguments
- To use test results to make predictions to set up further comparative tests
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To explore the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the ways in which nutrients and water are transported within animals, including humans

MFL

- I can listen and write short phrases including unfamiliar words more accurately, when focusing on transcription.
- I enjoy listening to and joining in with songs and short poems.
- I read familiar words and short sentences aloud with clear and comprehensible pronunciation.
- I can read aloud single unknown words more readily.
- I understand around 300/400 words when I listen and read them as single items and in short and compound sentences which describe people, places, things and actions.
- I can use the words I know in a sentence to work out likely meanings of single unknown words
- I use a dictionary
- I can use around 300/400 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.
- I distinguish and understand (in listening and writing): Est-ce que questions (with WH-words),
- I distinguish and understand (in listening and writing): negation (ne...pas)
- To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular and plural forms of ÊTRE, AVOIR, (il y a), regular -ER verbs, singular ALLER, FAIRE (including weather expressions), 2-verb structures with singular AIMER, DETESTER, DEVOIR, VOULOIR, POUVOIR + infinitive, singular and plural adjectives (-(e)s, -eux/-euses), intonation questions (including with quoi, où, combien, comment, quand, qui), Est-ce que questions (with WH-words), negation (ne...pas)

ART & DESIGN	<ul style="list-style-type: none"> <li>• Compare different styles and approaches</li> <li>• To explore and discuss the work of famous artists and their use of pattern</li> <li>• Explain why they have chosen specific painting techniques</li> <li>• To use fine brushwork to create detailed images and develop their own style</li> <li>• Use research and knowledge on different artist styles to experiment in their own work</li> <li>• Explore the impact of artists work on society</li> </ul>	MUSIC	<ul style="list-style-type: none"> <li>• Use ICT to change and manipulate sounds</li> <li>• Recognise and explore different combination of pitch sounds</li> <li>• Select different melodic patterns for different effects</li> <li>• Use a range of stimuli and develop musical ideas into a completed composition</li> <li>• Plan and perform a movement sequence showing contrasts in speed /level and direction</li> <li>• Develop and understanding of the history of music</li> <li>• To recognize different timbre of musical instruments</li> <li>• Improvise rhythm patterns</li> <li>• Perform effectively, showing and awareness of audience, venue and occasion</li> <li>• Perform and independent part keeping to a steady beat</li> </ul>
PHYSICAL EDUCATION	<ul style="list-style-type: none"> <li>• Start to orientate themselves with increasing confidence and accuracy around an orienteering course</li> <li>• To design an orienteering course that can be followed and offers some challenge to others</li> <li>• To use navigation equipment (maps, compasses) to improve the trail</li> <li>• To use clear communication to effectively complete a particular role in a team</li> <li>• Complete orienteering activities both as part of a team and independently</li> <li>• Identify a key on a map and begin to use the information in activities</li> <li>• To identify the quickest route to accurately navigate an orienteering course</li> <li>• To choose the best equipment for an outdoor activity.</li> <li>• To demonstrate stamina when running longer distances</li> <li>• To build up speed quickly for a sprint finish</li> <li>• To use their preferred leg when running over hurdles</li> <li>• Work as a team to competitively perform a relay</li> <li>• Develop the technique for the standing vertical jump</li> <li>• Maintain control at each of the different stages of the triple jump</li> <li>• To land safely and with control</li> <li>• Develop and improve their techniques for jumping for height and distance</li> <li>• Develop the technique for the push, pull and fling throw</li> <li>• To accurately measure and record the distance of their throws and jumps</li> <li>• To continue to develop a growing awareness of the need for a healthy diet</li> </ul>	RELIGIOUS EDUCATION	<ul style="list-style-type: none"> <li>• To understand and evaluate the diversity of belief in different religions, nationally and globally</li> <li>• To investigate the significance of religion in the local, national and global communities</li> <li>• To consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them</li> <li>• To explore other religions and beliefs that are not the major six in the world</li> <li>• To reflect and respond to the significance of meaning behind different beliefs and practices</li> <li>• To respond thoughtfully to a range of sacred writings, stories and provide good reason for differences and similarities in different texts</li> <li>• To reflect on what it means to belong to a faith community, communicating their own and others' responses</li> <li>• To understand that not everyone is the same</li> </ul>
COMPUTING	<ul style="list-style-type: none"> <li>• I can recall how conditions are used in selection</li> <li>• I can identify conditions in a program</li> <li>• I can modify a condition in a program</li> <li>• I can use selection in an infinite loop to check a condition</li> <li>• I can identify the condition and outcomes in an 'if... then... else...' statement</li> <li>• I can create a program with different outcomes using selection</li> </ul>		