



HEALTHY ME



This topic is the next phase in the whole school topic about how to keep yourself healthy and understand how this helps your body work well. Science learning here relates to how body functions such as the digestive system work and what the right nutrients the children should eat. Art and design is using digital imagery to manipulate pictures of themselves and use these as the basis for sculptures.

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

SUBJECT AREAS

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SCIENCE</p>	<ul style="list-style-type: none"> To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food and get nutrition from what they eat To identify that humans and some other animals have skeletons and muscles for support, protection and movement To identify bones in the body, organs and some of the functions of them in the body To describe the simple functions of the basic parts of the digestive system in humans To identify the different types of teeth in humans and their simple functions 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">COMPUTING</p> <ul style="list-style-type: none"> To explain how a sprite moves in an existing project To create a program to move a sprite in four directions To adapt a program to a new context To develop my program by adding features To identify and fix bugs in a program To develop the use of count-controlled loops in a different programming environment To explain that in programming there are infinite loops and count controlled loops To develop a design that includes two or more loops which run at the same time To modify an infinite loop in a given program To design a project that includes repetition To create a project that includes repetition
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ART & DESIGN</p>	<ul style="list-style-type: none"> To create computer generated drawings Discuss own work and work of other sculptors Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. To identify how drawing can be used to animate and to practise drawing skills. To find out how puppets are used in animation and to think about how a puppet might make simple movements. To make moveable drawings. To display the work made through the half term and reflect on the outcomes. 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">MUSIC</p> <ul style="list-style-type: none"> Perform with an awareness of different parts Recognise how music can create different intensions Record their own musical ideas Explore and perform different of accompaniment Create sequence of movements in response to sound Sing expressively with awareness and control of the musical elements Demonstrate the ability to recognise the use of structure and expressive elements through dance Perform a repeated pattern as an accompaniment to a given song Create an accompaniment to a known song

PHYSICAL EDUCATION	<ul style="list-style-type: none"> • To link running and jumping activities with some fluency, control and consistency • To throw a variety of objects in different ways, changing my action for accuracy and distance • To run over a long distance • To run at fast, medium and slow speeds, changing speed and direction • To speed up and slow down smoothly • To make up and repeat a short sequence of linked jumps, such as hop, step and jump • To take part in a relay activity, remembering when to run and what to do • To start to develop a technique for jumping hurdles • To swim between 10m and 20m unaided using one basic method to achieve the distance • To use floats to swim longer distances with a more controlled leg kick • To put face under the water and blow bubbles • To explore how to move in and under water • To identify and describe differences between different leg and arm actions • To understand water can be dangerous and understand what to do when in difficulty 	RELIGIOUS EDUCATION	<ul style="list-style-type: none"> • Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions • To begin to understand the diversity of belief in different religions, nationally and globally • To use specialist vocabulary in communicating their knowledge and understanding • To use and interpret information about religions from a range of sources • To ask and respond to questions about what individuals and faith communities do and why • To express their thoughts and ideas giving good reasons for those ideas • To respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways • To understand the commonalities of faith and make links of the similarities between faiths • To begin to understand why people make a special journey
MFL	<p>Phonics</p> <ul style="list-style-type: none"> • To listen to and join in with simple songs and rhymes. • To listen to and read aloud the French sounds and phonics key words. <p>Vocabulary</p> <ul style="list-style-type: none"> • To understand some French words when I listen and read them • To use French words to engage in short exchanges including asking and answering questions • To speak in and write short sentences using familiar vocabulary <p>Grammar</p> <ul style="list-style-type: none"> • To describe people, places, things and actions: • To use the verbs ÊTRE, AVOIR, il y a, regular -ER verbs, • To use intonation questions, (including question words quoi, où, combien, comment) 		