

Title Healthy mind, Healthy body, Healthy Habits Key Question How can we keep ourselves healthy for life?	
Big Impact Event Sports day with Cove leaders	Celebration of Learning Presentation of work to parents
Science – <ul style="list-style-type: none"> • All animals need oxygen to survive. • Air is breathed into the lungs where the oxygen in the air is passed into the blood. • Every part of animals' bodies need oxygen, especially muscles. • Muscles need a supply of oxygen and sugar (glucose) to make them work, they are supplied by the blood. • Knowledge Block 2: The blood circulation model • The heart is a vital organ pumps blood through the blood vessels. • Blood Vessels are the tubes that blood flows through. • The blood circulates around the body in a way that ensures all muscles in the body get a supply of oxygen and sugar. • The heart pumps blood to every muscle in the body. The circulatory route must allow the blood to collect oxygen from the lungs, sugar from the intestines and visit muscles. • The blood then returns to the heart where it is pumped again. • Exercise helps the heart to work more efficiently. • Eating a healthy diet helps to keep the blood vessels from getting blocked. • Avoiding smoking and alcohol puts less stress on the whole system and keeps it healthier. 	PSHE +C First Aid: <ul style="list-style-type: none"> • complete a primary survey for first aid • demonstrate the recovery position for an unresponsive breathing casualty • know when to deliver CPR • demonstrate how to do CPR • know when to call for emergency help • identify some of the ways in which we are different and unique • explain some of the elements which help us to have a diverse community • describe strategies to overcome barriers and promote diversity and inclusion
	Computing – <ul style="list-style-type: none"> • Create a storyboard. • Choose an effective composition. • Choose an effective audio. • Record video. • Add special effects. • Edit and improve. • Upload final piece. • Evaluate content.
DT <ul style="list-style-type: none"> • Generate innovative ideas by carrying out research including surveys, interviews and questionnaires. • Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer-aided design. • Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. • Produce detailed lists of equipment and fabrics relevant to their tasks. • Formulate step-by-step plans and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. • Investigate and analyse textile products linked to their final product. • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work. • A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. • Fabrics can be strengthened, stiffened and reinforced where appropriate. 	History <ul style="list-style-type: none"> • Know and sequence key events of time studied. • Use relevant terms and period labels. • Make comparisons between different time periods in the past e.g. • Study different aspects of different people e.g. differences between male and female / rich or poor experiences. • Examine causes and results of great events and the impact on people. • Compare life in 'early' and 'late' parts of the time period. • Compare an aspect of life with the same aspect in another period. • Begin to identify primary and secondary sources. • Use evidence to build up a picture of a past event. • Select relevant sections of information. • Use the library and internet for researching with increasing confidence. • Compare accounts of events from different sources – fact or fiction? • Offer some reasons for different versions of events.

MFL – <ul style="list-style-type: none"> • Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed. • Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from Language Angels: Phonics 	
Music – <ul style="list-style-type: none"> • Demonstrate accurate and fluent instrumental skills and use them to articulate and perform with musical awareness • Improvise within a group using melodic and rhythmic phrases • Recognise and use basic structural forms e.g. rounds, variations, rondo form • • Describe, compare and evaluate music using musical vocabulary. • • Suggest improvements to their own or others' work. • • Choose the most appropriate tempo for a piece of music. • • Identify and begin to evaluate the features within different pieces of music. • Contrast the work of established composers and show preferences. • 	PE and Games – <ul style="list-style-type: none"> • Work in groups and recognise the role they and others play in a team to achieve success. • Experience and use an increasing range of throws, jumps and running techniques. • Recognise a range of achievements and how these can lead to greater improvements and set these to individual targets. • Use a greater range of skills and apply these to more complex attacking and defending principles.
RE – Children can discern the value of the concepts studied for the traditions being looked at, as well as realizing the issues that could arise. Children are able to discern possible value in the concepts for their own lives or communities. Accurately explain meanings of concepts in the traditions studied.	
Art , Geography- not covered this half term	Enrichment Opportunities e.g., outdoor learning