

BLOOD HEART

Hook: All children will have the opportunity to dissect a lamb's heart to gain an understanding of the heart's size, structure and function.

Class Novel: Pig-Heart Boy by Malorie Blackman

Science – The heart

- To know the heart's size, structure and function (dissection)
- To describe the functions of the heart, blood vessels and blood
- To describe the function of the blood cells
- To investigate what happens to the heart when we exercise and why
- To recognise the impact of our diet
- To recognise the impact of drugs on the way the body functions
- To describe the ways in which nutrients and water are transported within animals

Geography – Natural resources:

- To identify some of Britain's natural resources and explain how they are used
- To identify some of the ways in which natural resources are used to produce energy
- To identify clean and renewable natural resources used to produce electricity
- To know parts of the world where wood is produced
- To know where and how steel is produced
- To know where and how glass is produced in Britain using natural resources

RE – Does God communicate with humans?

- To identify the different ways that Christians believe God communicates with them
- To know of some similarities between the way God communicated with Guru Nanak Dev Ji and Christians prophets
- To describe the reasons why characters in the Christmas narrative and the story of Guru Nanak Dev Ji believed and acted on what they heard.
- To investigate the links between prophecies about Jesus and the events of his life, including the Christmas story.

SCARF – Me & My Relationships (assertiveness, cooperation, safe/unsafe touches)

- To demonstrate a collaborative approach to a task; To describe and implement the skills needed to do this.
- To explain what is meant by the terms 'negotiation' and 'compromise'; To suggest positive strategies for negotiating and compromising within a collaborative task; To demonstrate positive strategies for negotiating and compromising within a collaborative task.
- To recognise some of the challenges that arise from friendships; To suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.
- To list some assertive behaviours; To recognise peer influence and pressure; To demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.
- To recognise and empathise with patterns of behaviour in peer-group dynamics; To recognise basic emotional needs and understand that they change according to circumstance; To suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.
- To describe the consequences of reacting to others in a positive or negative way; To suggest ways that people can respond more positively to others.
- To describe ways in which people show their commitment to each other; To know the ages at which a person can marry, depending on whether their parents agree.
- To recognise that some types of physical contact can produce strong negative feelings; To know that some inappropriate touch is also illegal.
- To identify strategies for keeping personal information safe online; To describe safe and respectful behaviours when using communication technology.

Music – Pop music

- To recognise the style of Pop music with a Soul influence
- To recognise the style indicators of a Pop song with a Country groove
- To recognise the style indicators of a cappella Pop music
- To recognise the style indicators of Soft Rock from the 1980s
- To recognise the style indicators of Big Band music from the 1940s and 1950s
- To recognise the style indicators of Soul with a Latin groove.

Computing – Scratch Animation

- To understand the algorithm behind Scratch and the constraints of the Scratch programming language
- To familiarise ourselves with the Scratch interface and block-based language through initial programming of a sequence of instructions
- To create the graphics needed to tell our story following our algorithm plan
- To write a simple sequence of instruction to control the OUTPUT of the computer screen
- To use costumes to give the illusion of motion by using REPETITION in our program
- To review the algorithm and computer algorithm and programs to find any bugs. To finish the story by reviewing the coding blocks we have used so far and re-using them where appropriate.

ART – Abstract Art – Wassily Kandinsky – The Heart

- To learn about the life and work of Wassily Kandinsky
- To copy the work of Wassily Kandinsky
- To develop ideas for an abstract work of art inspired by Kandinsky
- To create an abstract work of art inspired by Kandinsky

French – UNIT D - Playtime

- To recognise a familiar word in spoken sentence, given a visual prompt
- To repeat and copy down a few short sentences about themselves
- To play a simple French playground game, when given visual or spoken prompts
- To repeat part of a simple French song
- To spell basic French words with some help
- To express an opinion with a simple phrase
- To follow some of a written text when listening to it read aloud

DEAR – Reading aloud –

- Class reader: Pig Heart Boy by Malorie Blackman
- A complete and disgusting guide to the human body by Adam Kay
- Women in Science: 50 Fearless Pioneers Who Changed The World by Rachel Ignotofsky
- British Heart Foundation leaflets – Having a healthy heart

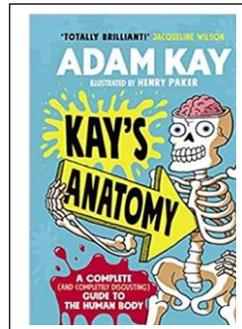
PE – Netball

- To consolidate pupils' ability to use passing and moving skills, refining these skills and applying them into game situations.
- To use prior learning of passing and moving, to move the ball up the court, creating an attack that results in a shooting opportunity.
- To ensure pupils fully understand that their role changes and they become a defender as soon as they lose possession of the ball.
- To introduce pupils to Stinger netball. This will increase the playing space and allow pupils to develop their understanding of attacking and defending positions.
- To explore other passing styles.
- To bring together the suggested sequence of learning into a level 1 tournament.

PE – Health related fitness

- To take pupils through 4 health related fitness assessments.
- To perform a cardio circuit developing their own aerobic fitness.
- To perform a flexibility circuit developing their own flexibility.
- To perform a strength circuit developing their own strength.
- To perform an aerobic fitness circuit developing their own aerobic fitness

Mrs Smith's book recommendation for this half term –



A complete and disgusting guide to the human body by Adam Kay

Do you have questions about the human body such as:

- Why does your skin get wrinkly in the bath?
- Can you eat bogeys?
- How much of your life do you spend on the toilet?
- Can you catch a cold if you go outside with wet hair?

It will answer all the questions you have about the human body! A must-read!