

Questions.

Week 1 & 2: What makes a healthy lifestyle?

Week 3: Can you identify the barriers to a healthy lifestyle?

Week 4: What effect does exercise have on our body?

Week 5: What information would you use to support the view that a healthy lifestyle is vital?

Week 6: What would you recommend to an adult/child who wants to lead a healthy lifestyle?

Texts: Non fiction texts

Writing outcomes:

Fiction: Narrative

Non Fiction: Information Instructions Explanation
Persuasive

Maths:

Measurement: converting measures 1 week

Measurement: area, perimeter and volume 2 weeks

Number: ratio 2 weeks

Science: Animals including humans

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans.

Computing: E-Safety

We are market researchers—use a selection of programs; use a range of technology for a specific project.

Enrichment

Healthy Lifestyle Fitness Fair

Make and sell healthy snacks

Assessment Foci

Science: I can use test results to make predictions to set up further comparative and fair tests.

I can record data and results of increasing complexity using scientific diagrams.

French: I can use the context of a piece of writing to work out unfamiliar words.

Computing: I can use a selection of programs.

PE: I can create and perform dance skills with fluency.

E-safety: I can discuss the risks of online use of technology.

Foundation Subjects Coverage

PE: Basketball—gain possession by working as a team; pass in different ways; choose tactics for defending and attacking.

Dance— develop sequences in a specific style; choose my own music and style; create and perform dance skills with fluency.

Skipping—demonstrate stamina

French: Directions and occupations. Engage in conversations with at least 4 exchanges; ask and answer questions; seek clarification and help; use the context to work out unfamiliar words.

PSHE/ British Values: Fit for the Future

understanding the benefits of a healthy lifestyle, including physical activity, healthy eating, rest and hygiene; knowing about the harmful effects to themselves and others of tobacco, alcohol, solvents and other illicit and illegal substances; knowing how the body grows and develops; being aware of the physical and emotional changes that take place during puberty; recognising how responsibilities change as they become older and more independent.

RE: Sadness and Joy at Easter - discuss emotions connected with being let down; identify and describe the events during the Last Supper and Good Friday (with links to Passover); compare and contrast the sadness of crucifixion with the joy of the resurrection for Christians.

Music: play musical instruments with accuracy (keyboards); understand and use musical notations.

DT: test and evaluate products; consider culture and society in thoughts and plans; justify plans in a convincing way; show how to be hygienic and safe in the kitchen.