

**Topic:** Healthy Me

**Durham Lane Primary School: Topic Planning**  
**Term: Spring 1**

**Class: 5/6**

**Teacher:**

Subjects	Objectives	Skills	Activities/ Tasks
English	To be able to: Plan, draft and write in a variety of genres using relevant skills (see writing progression sheets).	See writing progressions sheets	<ul style="list-style-type: none"><li>• Write a report about impact of exercise and diet on the body (Y5)</li><li>• Write reports about how the digestive and circulatory systems work (Y5)</li><li>• Label diagrams for circulatory/digestive system (Y5)</li><li>• Research, take notes and make posters about the impact of diet and food on the body (Y5)</li><li>• Write a narrative about the imaginary journey through the digestive system. (Y5)</li></ul>
Geography	1a) Locate the world's countries using maps to focus on Europe and North/South America 1c) Identify the position and significance of latitude, longitude, equator, northern hemisphere and the Topics of Cancer and Capricorn. 3b) human geography – looking at land use and the distribution of food.	<b>Geographical enquiry</b> 1) Suggest questions for investigating (e.g. Why do we import fruits from different places?) 2) Investigate places with more emphasis on the larger scale contrasting and distant places. 5) Analyse evidence and draw conclusions, identifying patterns and explaining reasons behind them. <b>Direction/ Location</b> 1) Use 4 figure co-ordinates confidently to locate features on a map. 3) Begin to use 6 figure grid references and use latitude and longitude on atlas maps. <b>Representation</b> 3) Use atlas symbols. <b>Using maps</b> 2) Select a map for a specific purpose. 4) Locate places on a world map. 5) Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) <b>Scale / Distance</b> 1) Measure straight line distance on a plan/map 2) Find/recognise places on maps of different scales (e.g. River Amazon) 3) Use a scale to measure distances. 4) Use maps and plans at range of scales. <b>Map knowledge</b> 1) Confidently identify significant places and environments  <b>Style of map</b> 1) Use index and contents page within atlases. 2) Recognise world map as a flattened globe.	<ul style="list-style-type: none"><li>• Children to be introduced to the vocabulary of longitude/latitude etc. Children will be given vocabulary grids with terms and definitions and will match them (differentiated).</li><li>• Children given latitude/longitude coordinates as clues and will use a range of maps to locate the correct countries/continents.</li><li>• Children given fruits and vegetables from different countries (including Europe, North and South America) and will look for their country of origin, find the places in an atlas and research the climate and features of this country (use ICT and atlases).</li><li>• Make a group poster to present to the rest of the class about a country or region where their fruit or vegetable is from.</li><li>• Children to suggest questions following their research e.g. Why do we import bananas from Puerto Rico?</li><li>• Use a range of maps to work out air miles for fruits and vegetables to be imported to our country using scales on maps.</li></ul>
Science	6.3 Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.  6.4 Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.  6.5 Describe the ways in which nutrients and water are transported within animals, including humans.	<b>Asking Questions &amp; Planning Enquiries</b> 1. Use their science experiences to explore ideas and raise different kinds of questions 3. Select and plan the most appropriate type of scientific enquiry to use to answer scientific questions <b>Testing, Measuring &amp; Recording</b> 1. Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why	<ul style="list-style-type: none"><li>• Chd to ask questions such as “what impact does food have on the body?” “What is the effect of exercise on the body?”</li><li>• Chd to use research skills to find out about how the different food groups affect the body. Take notes, share as a group and create a report about food groups.</li><li>• Chd to use research skills to find out about how the exercise, drugs and lifestyle affect the body. Take notes, share as a group and create a poster.</li><li>• Chd to use scientific vocabulary to describe the digestive system through a story (the Magic school Bus).</li></ul>

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		<p>3. Make their own decisions about what observations to make, what measurements to use and how long to make them for</p> <p>4. Choose the most appropriate equipment to make measurements with increasing precision and explain how to use it accurately. Take repeat measurements where appropriate.</p> <p>5. Decide how to record data and results of increasing complexity from a choice of familiar approaches: scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p><b>Concluding</b></p> <p>3. Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas, use oral and written forms such as displays and other presentations to report conclusions, causal relationships and explanations of degree of trust in results</p> <p><b>Evaluating</b></p> <p>1. Use their results to make predictions and identify when further observations, comparative and fair tests might be needed</p>	<ul style="list-style-type: none"><li>• Chd to raise questions such as ‘how does my body extract nutrients from food?’ Watch videos and animated diagrams to understand the journey of food through the human body.</li><li>• Chd to label simple diagram of human digestive system. Also play simple matching game of name/diagram/function of body parts involved in digestion.</li><li>• Chd to match and sequence the names and functions of parts of digestive system.</li><li>• Chd to use scientific vocabulary to describe the digestive system through a story.</li><li>• Chd to label simple diagram and use arrows to show heart, blood and blood vessels (arteries and veins)</li><li>• Chd to act out journey of a blood cell – getting pushes from heart and exchanging oxygen/carbon dioxide (red and blue cards) in lungs and other body parts.</li><li>• Chd to draw figure of 8 diagram (lungs, heart, rest of body) and use scientific language, illustrations and arrows to communicate their understanding of the circulatory system.</li><li>• Chd to raise questions such as ‘what happens to my heart when I exercise?’ Suggest and carry out an investigation to answer this question and consider how to make it fair and as accurate as possible. Plot results on a line graph; discuss our findings and suggest reasons using knowledge from previous lessons and specific scientific language. Chd to suggest how to improve test and improve accuracy.</li></ul>
Art	<p>1) To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>2) To improve their mastery of art and design techniques, including drawing and painting with a range of materials</p> <p>3) Learn about great artists in history</p>	<p><b>Exploring/ Evaluating and developing ideas</b></p> <p>Develop sketch book</p> <ul style="list-style-type: none"><li>- Select and record from observation, experience and imagination and develop ideas confidently, using suitable materials confidently</li><li>- Question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks</li><li>- Improve quality of sketchbook with mixed media work and annotations</li><li>- Develop artistic/ visual vocabulary when talking about own work and that of others</li><li>- Begin to explore possibilities, using and combining different styles and techniques</li><li>- Think critically about their art and design work</li></ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"><li>- Develop close observational skills</li><li>- Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour</li><li>- Look at the effect of light on an object from different directions</li><li>- Use first hand observations using different viewpoints</li><li>- Begin to develop an awareness of perspective, composition, scale and proportion</li><li>- Use a variety of techniques to interpret the texture of a surface e.g. mark making, different textured paint</li><li>- Work on sustained, independent, detailed drawings</li><li>- Explore the relationships between line and tone, pattern and shape, line and texture</li><li>- Use first- hand observations using different viewpoints</li></ul>	<p><b>Drawing/ Painting</b></p> <ul style="list-style-type: none"><li>• Look at the artist Paul Cezanne and especially at his still life work with apples. Chd to do shading skills using pencils and look at how light hits an object.</li><li>• Use pastels and coloured pencils to shade apples looking at shadow and light. Use a range of poster paints/powder paints/water colours/pencils to shade apples and make own pictures based on work of Paul Cezanne.</li><li>• Draw different fruits using shading and looking at the effect of light on the shading.</li><li>• Use different art materials and chd can choose own textures to add such as sand, glue etc. to add texture to their work.</li></ul> <p><b>Printing</b></p> <ul style="list-style-type: none"><li>• Chd will be shown how to make printers using a range of fruits/vegetables and will look at how they can work collaboratively to make small “tablecloths” which they will design. They will look at pictures of tablecloths and see if they could design similar patterns and will practise these on a range of paper first.</li><li>• They will also be encouraged to use other printing methods e.g. relief blocks and collographs in order to make patterns for their cloths and will experiment with different hues and thickness of paint. They will be shown different artist’s work e.g. Klimt Henri Matisse’s Jazz Series, Patrick Heron, Victor Vassarely (see resources on TES). <a href="https://www.tes.com/teaching-resource/printing-as-a-technique-60965606">https://www.tes.com/teaching-resource/printing-as-a-technique-60965606</a></li><li>• <a href="https://art-educ4kids.weebly.com/printmaking.html">https://art-educ4kids.weebly.com/printmaking.html</a></li></ul> <p>This also has some ideas for printing.</p>

		<div><div>- Independently selects materials and techniques to use to create a specific outcome</div><div>Painting</div><div><div>- Controlling and experimenting particular qualities of tone, shades, hue and mood</div><div>- Explore the texture of paint – very wet and thin or thick and heavy – add PVA to the paint</div><div>- Develop painting techniques using different types of paint e.g. acrylic, water colour</div><div>- Considering colour for purpose</div><div>-Carry out preliminary studies, test media and materials and mix appropriate colours</div></div><div>Printing</div><div><div>- Designs prints for table cloth</div><div>- Makes connections between own work and patterns in their local environment (e.g. curtains, wallpaper)</div><div>- Discuss and evaluate own work and that of others</div><div>- Explain a few techniques including the use of poly-blocks, relief, mono and resist printing</div><div>- Develop techniques i.e. mono-printing, block printing, lino printing, relief/impressed method</div><div>- Be confident with printing on paper and fabric</div><div>- Choose the printing method appropriate to task</div><div>- Choose inks and overlay colours</div><div>- Explore printing techniques used by various artists</div></div></div>	
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