Durham Lane Primary School: Topic Planning

Topic: Healthy Me _ **Term:** Spring 1 **Class:** 5/6

Subjects	Objectives	Key Knowledge/key concepts/key elements	Key Vocabulary (Tier 2 and 3)	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	See writing progressions sheets	See writing progressions sheets	• Research, take notes and write a report about impact of exercise and diet on the body • Write reports about how the digestive and circulatory systems work • Label diagrams for circulatory/digestive system (science) • Write a narrative about the imaginary journey through the digestive system. • Write a balanced argument about whether video games are good or bad for children.
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.	Location • **To know where a range of countries in North and South America are on a map.** • **To know where a range of countries in Europe are located on a map.** • To know how to use 4 figure grid references to locate places. • **To know where the equator is and the northern and southern hemisphere.** Human Features • To know which countries export fruit and vegetables to the UK. • **To know why UK imports food from different countries.** Physical Features • To know what different physical features certain regions of Europe and North/South America have e.g. mountains, rainforests etc. Climate • To know about the different climate zones in Europe and North and South America and how this affects imports and exports. Mapping • **To know how to use an atlas to find out about features of different places.**	**Tier 2 words** Distribute Location Climate Import Export Features Resources Origin Position **Tier 3 words** Longitude Latitude Equator Hemisphere Tropics Coordinates Ordnance Survey Grid references Continent	**Geographical enquiry** 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. **Direction/ Location** 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. **Representation** 3) Use atlas symbols. **Using maps** 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) **Scale / Distance** 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. **Map knowledge** • Confidently identify significant places and environments **Style of map** 1) Use index and contents page within atlases. 2) Recognise world map as a flattened globe.	• 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). • Children given latitude/longitude coordinates as clues and will use a range of maps to locate the correct countries/continents. • 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). • Make a group poster to present to the rest of the class about a country or region where their fruit or vegetable is from. • Children to suggest questions following their research e.g. Why do we import bananas from Puerto Rico? • Use a range of maps to work out air miles for fruits and vegetables to be imported to our country using scales on maps.

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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.	• **To know the different organs involved in the digestive system.** • **To know what happens to nutients and water as it passes through the digestive system.** • **To know about function of the heart (the four chambers) and how oxygen is transported around the body.** • **To know how exercise/lifestyle affects the body.** • To know about the different food groups and what the body uses them for. • **To know what effect a good/poor diet can have on the body.** • To know the difference between legal and illegal drugs including alcohol. • To know about the dangers of smoking and the effect it has on the body.	**Tier 2 words** Absorb Transporting Exchanging Chambers Excrete Nutrition Exercise Impact System **Tier 3 words** Circulation Blood vessels Arteries/veins Oxygen Carbon dioxide Aorta Heart rate Pulse Cell Digestion Saliva Nutrients Oesophagus Stomach Intestines Rectum Anus Duodenum Pancreas Nutrients Lifestyle	**Asking Questions & Planning Enquiries** 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 **Testing, Measuring & Recording** 1. Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why 3. Make their own decisions about what observations to make, what measurements to use and how long to make them for 4. Choose the most appropriate equipment to make measurements with increasing precision and explain how to use it accurately. Take repeat measurements where appropriate. 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 **Concluding** 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 **Evaluating** 1. Use their results to make predictions and identify when further observations, comparative and fair tests might be needed	**Book: Digestive system: The Magic School Bus** **Cover a STEM career - Staff shared/STEM Person of the Week/Our Past Your Future1 – Natalie Shek.** **PSTT: A Scientist Just Like Me. Candy Jaing – Analytical Chemist - Video** **PSTT: A Scientist Just Like Me. Broc Drury – Immunologist, - Video** **British Science Week – Smashing Stereotypes - Plant Based Food Engineer - Smashing Stereotypes: Tendai Taruvinga - British Science Week** **Antibodies:- Parent: Ana Roberts– Scientist working on growing cells to make antibodies to cure diseases.** Chd to use research skills to find out about how the different food groups, exercise, drugs and lifestyle affect the body. Take notes, share as a group and create a report/poster. **Focus Skill:** Asking questions 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. **Focus Skill:** Recording data Watch videos and animated diagrams to understand the journey of food through the human body. Chd to use scientific vocabulary to describe the digestive system through a story (the Magic school Bus). Chd to label simple diagram of human digestive system. Also play simple matching game of name/diagram/function of body parts involved in digestion. Chd to label simple diagram and use arrows to show heart, blood and blood vessels (arteries and veins) 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. 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. Nikki Waller p.41 impact of smoking model
Art	1) To be able to develop a range of art techniques, including use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	**Exploring/ Evaluating and developing ideas** To know how to evaluate and think critically about their own work. To know a range of artistic vocabulary to discuss Cezanne's work as well as their own.	**Tier 2 words** Shading Effect Observe Texture Hues **Tier 3 words**	**Exploring/ Evaluating and developing ideas** Develop sketch book - Select and record from observation, experience and imagination and develop ideas confidently, using suitable materials confidently - Question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks - Improve quality of sketchbook with mixed media work and annotations	**Drawing** • 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. • 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.

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	2) To create sketch books to record observations and use them to review and revisit ideas. 3) To improve mastery of art and design techniques, including drawing and painting with a range of materials 4) To know about great artists, architects and designers in history.	**Drawing** To know how light hits an object and how shading can show this. To know how to use pastels and coloured pencils to blend colours. **Artists** To know who Paul Cezanne is and what kind of art he made. To use Cezanne's art work as a starting point for their own work.	Still life Annotate Cross-hatching Perspective Line Tone	- Develop artistic/ visual vocabulary when talking about own work and that of others - Begin to explore possibilities, using and combining different styles and techniques - Think critically about their art and design work **Drawing** - Develop close observational skills -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 -Look at the effect of light on an object from different directions - Use first hand observations using different viewpoints - Begin to develop an awareness of perspective, composition, scale and proportion - Use a variety of techniques to interpret the texture of a surface e.g. mark making, different textured paint - Work on sustained, independent, detailed drawings - Explore the relationships between line and tone, pattern and shape, line and texture - Use first- hand observations using different viewpoints - Independently selects materials and techniques to use to create a specific outcome	• Draw different fruits using shading and looking at the effect of light on the shading. • Use different art materials and chd can choose own textures to add such as sand, glue etc. to add texture to their work.
DT	1) To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. 2) Generate, develop, model and communicate their ideas through discussion, annotated sketches. 3) To select from and use a wider range of tools and equipment to perform practical tasks accurately. 4) To select from and use a wider range of materials and components, including ingredients, according to their functional properties and aesthetic qualities. 5) Investigate and analyse a range of existing products. 6) Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 7) Understand and apply the principles of a healthy and varied diet.	Design, Make and Evaluate: **To know what a balanced meal is and to be able to plan a seasonal and balanced meal.** To know how to evaluate the dish including appearance and taste and taking feedback from others. Food: **To know when different fruit and vegetables are in season in the UK.** **To know how and where a variety of ingredients are grown, reared, caught and processed.** **To know how to prepare ingredients hygienically.** **To know about different cooking techniques such as boiling, roasting and mashing.**	**Tier Two words** seasonal ingredients variety hygiene methods product **Tier Three words** balanced meal diet peeling slicing coring cubing grating components aesthetics seasonal produce processed foods protein sustainable blanch	**Design** • create own design criteria and specification • come up with innovative design ideas • produce a logical, realistic plan and explain it to others; be willing to refine. • use annotated sketches and exploded diagrams • make design decisions, considering, resources (and cost Y6) **Make** • use tools/equipment with good level of precision • produce suitable lists of tools, eqpt/materials needed • select appropriate materials, fit for purpose; explain choices, considering functionality and aesthetics • create, follow, and adapt detailed step-by-step plans • explain how product will appeal to an audience • accurately measure components • apply a range of finishing techniques, with increasing accuracy • use techniques that involve a number of steps • begin to be resourceful with practical problems **Evaluate** • evaluate quality of design while designing and making • keep checking design is best it can be. • evaluate ideas and finished product against specification, considering purpose and appearance (stating if fir for purpose Y6) • test and evaluate final product; explain what would improve it and the effect different resources may have had • Evaluate how much products cost to make and how innovative they are • Research how sustainable materials are. • Talk about some key chefs of ground-breaking products. **Technical knowledge- Food and nutrition.** • explain how to be safe / hygienic and follow own guidelines • explain seasonality of foods	**Design inc technical knowledge (food and nutrition)** • Chn will be shown a presentation so they can learn, discuss and think about the seasonality of foods – especially fruit and vegetables in UK. They will present what they have learnt via a season/month wheel or a sorting activity. • Taste a range of fruit and vegetables currently in season in the UK. Discuss likes/dislikes. Establish the pros and cons of importing fruits and vegetables so we can have a wide variety all year (link to geography activity – see above) • Using what they have learnt and supported by the 'design a healthy dish ppt presentation, they will design a dish using fruits or vegetables currently in season considering taste and appearance. They should present this as a labelled illustration or a simple illustrated recipe or complete a worksheet linked to ppt. • They will also consider how healthy their dish is and use ICT to find out more about the nutritional value of the ingredients they have included. Does their dish need to be improved in light of this research? • They will share their proposed dish with others, considering their feedback regarding taste, aesthetics and dietary requirements to adapt if necessary. • In Y6, children will work out an approximate cost per portion of their dish. **Make inc technical knowledge (food and nutrition)** • Chn will prepare the dish including gathering ingredients and equipment, ensuring hygienic work practices and skills such as peeling, chopping, cooking, presenting as appropriate. **Evaluate inc technical knowledge (food and nutrition)** • Chn will first evaluate the appearance/presentation of their product/dish. (Possible opportunity to use ICT to display and

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	8) Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. 9) Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.			• understand that food can be grown in the UK or wider world and talk about examples • talk about how to adapt recipes to change appearance, taste, texture or aroma and carry out adaptations with increasing confidence • present product well - interesting, attractive, fit for purpose • describe some of the different substances in food and drink, and how they can affect health • prepare and cook a variety of dishes safely and hygienically including, where appropriate, the use of heat source. • use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. **Design** • create own design criteria and specification • come up with innovative design ideas • produce a logical, realistic plan and explain it to others; be willing to refine. • use annotated sketches and exploded diagrams • make design decisions, considering, resources (and cost Y6) **Make** • use tools/equipment with good level of precision • produce suitable lists of tools, eqpt/materials needed • select appropriate materials, fit for purpose; explain choices, considering functionality and aesthetics • create, follow, and adapt detailed step-by-step plans • explain how product will appeal to an audience • accurately measure components • apply a range of finishing techniques, with increasing accuracy • use techniques that involve a number of steps • begin to be resourceful with practical problems **Evaluate** • evaluate quality of design while designing and making • keep checking design is best it can be. • evaluate ideas and finished product against specification, considering purpose and appearance (stating if fir for purpose Y6) • test and evaluate final product; explain what would improve it and the effect different resources may have had • Evaluate how much products cost to make and how innovative they are • Research how sustainable materials are. • Talk about some key chefs of ground-breaking products. **Technical knowledge- Food and nutrition.** • explain how to be safe / hygienic and follow own guidelines • explain seasonality of foods • understand that food can be grown in the UK or wider world and talk about examples • talk about how to adapt recipes to change appearance, taste, texture or aroma and carry out adaptations with increasing confidence • present product well - interesting, attractive, fit for purpose • describe some of the different substances in food and drink, and how they can affect health • prepare and cook a variety of dishes safely and hygienically including, where appropriate, the use of heat source.	photograph in a flattering 'magazine' way). Does it look appealing? Consider colours, finishing details etc. • Taste dish and share with others. Take feedback regarding taste and texture. Suggest adaptations and refinements to improve the final product. This may be done informally through discussion or could be a more formal written exercise in the style of market research for future dishes.

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				• use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.	