

<u>Lesson</u>	<u>Science</u>	<u>Computing</u>	<u>Creative Curriculum (History/ Geography)</u>	<u>PSHE</u>	<u>Art/DT</u>	<u>RE</u>	<u>PE</u>	<u>French</u>
1	To identify the main parts of the human circulatory system	To know how to stay safe when using the internet.	To understand chronology To understand when the Victorian period was compared to other periods studied	To deepen understanding of good and not so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To consider what positively and negatively affects their physical, mental and emotional health.	To create a silhouette	To identify text types and their purpose	To practice batting and catching skills	To learn the French names of creatures in the garden
2	To describe the function of the heart	Not being taught for the rest of term due to social distancing restrictions.	To know who Victoria was To know about her coronation To consider different points of view	To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To consider what positively and negatively affects their physical, mental and emotional health.	To create a colour portrait of Queen Victoria	To understand the Genesis story and the differing views about it. To consider the Genesis story and scientific explanations	To practice skills batting and catching skills	to practise negative sentences by saying what you like and don't like to do in the garden
3	To describe the function of the lungs		To carry out safe research into Royal residencies To use record information effectively	To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. To consider what positively and negatively affects their physical, mental and emotional health.	To create a colour portrait of Queen Victoria	To understand that scientist who accept evolution can still have a Christian faith To research Christian scientists	To work cooperatively and apply skills	To talk about what we throw in the recycling bin the classroom
4	To describe the blood vessels To record using graphs and charts		To carry out safe research into Royal residencies	To recognise that they may experience conflicting emotions and when they might	To use different skills and media To create shadow puppets	To think about Big Questions	To work cooperatively and apply skills	To read and understand a story about the environment

			To use record information effectively	need to listen to, or overcome these. To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. To learn that their actions affect themselves and others.				
5	To identify exercise and diet as contributing factors of a healthy lifestyle		To find out about history using different sources To know facts about the Navvies	To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. To consider what positively and negatively affects their physical, mental and emotional health.	To use different skills and media To create shadow puppets	To identify the purpose of psalm 8	To understand the rules of team games and apply them	To practise phrases about looking for something
6	To recognise the impact of drugs on the way their body's function in the context of drugs and alcohol.		To understand the life of Mary Seacole	To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action. To consider what positively and negatively affects their physical, mental and emotional health.	To recreate William Morris designs	To describe how Psalm 8 might affect Christian behaviour	To understand the rules of team games and apply them	To learn how to use third person singular