HALF TERMLY PLANNING OBJECTIVES (NM/JF)

Date: Spring Term (1) 2019 Blood Heart

	7th-11th January 2019	14th-18th January 2019	21st-25th January 2019	28th-1st February 2019	4th-8th February 2019	11th-15th February 2019
Maths	**LKS2**: multiplication and division **UKS2**: Fractions	**LKS2**: multiplication and division **UKS2**: Fractions	**LKS2**: Measurement: length, perimeter and area **UKS2**: Fractions	**LKS2**: Measurement: length, perimeter and area **UKS2**: Fractions	**LKS2**: Fractions **UKS2**: Fractions	**LKS2**: Fractions **UKS2**: Fractions
English	Shape poetry	Slogans and adverts	Non-chronological report	Biography	Innovate	Narrative using personification
Science	Use models, posters, diagrams and interactive software to identify the major parts of the human circulatory system, notably the heart, arteries, veins, capillaries, blood and lungs.	Using a data logger with a heart rate sensor attached, take heart rate (at rest) in beats per minute (bpm) recording the figures in a class data table. Investigate whether classmates with slower resting heart rates are fitter by measuring and recording the time each person takes to complete a 50m sprint.	Find out about the components and functions of blood by reading suitable non-fiction books, watching animations or talking to the school nurse. Examine an artificial 'blood sample' to count and identify its layers. Describe the function of each of the main components of blood- namely plasma, red blood cells, white blood cells and platelets.	Use a selection of scientific and historical source materials to research the development of the ABO blood group system and the dangers of early blood transfusions. Identify the four ABO blood groups and describe what happens to a blood sample if mixed with blood of different group. Write a short report on the role of the Austrian physician Karl Landsteiner.	Investigate how the heart rate accelerates and decelerates under different conditions such as exercise, anxiety and relaxation. Use data loggers with heart rate sensors or pulse points to measure each individual's heart rate in response to different activities.	Watch video clips and visit appropriate including the heart websites to find out how smoking, alcohol and drugs can affect the body, including the heart and relationships. Create a life-size diagram of a person, annotated with information, diagrams and warnings.
Art/Design	Model a heart from clay or plasticine, using photographs taken during the dissection to help them sculpt it. Use their sculpture to explain how the heart works.	Use a variety of funnels and tubing to make an effective homemade stethoscope. Systematically test and record the results for tubing of different lengths and bore size, and with funnels of various size.	Use ready mixed paint, Brusho and ink in different shades of red to create abstract paintings. Employ a range of tools to blow, smudge, paint, mark and print the liquids.	Follow recipes to make heart-healthy foods. Group the ingredients into the five main food groups before using them in sequence to design a balanced and nutritious 'happy heart' three-course meal.	Look at a range of packaging for foods that claim health benefits, including those promoting low cholesterol, low fat or with added ingredients such as probiotics and fibre. Identify the types of words and phrases used on packaging to encourage or persuade customers to buy these foods and discuss how effective they feel these are.	Design and make a model to show the heart's four chambers, showing how they connect to each other, the lungs and different parts of the body by way of blood vessels. Try making functional models which actually move blood around the body.

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Music	Feel their heartbeat by touching their pulse points. Work in a group and use body percussion, such as stamping their feet or raising their arms, to replicate the lub-dub sound of their heartbeat for at least one minute.	Feel their heartbeat by touching their pulse points. Work in a group and use body percussion, such as stamping their feet or raising their arms, to replicate the lub-dub sound of their heartbeat for at least one minute.	Work as a whole class to create a group rap about the heart. Write and perform over a unified pulse and rap with expression, movements and gestures as part of their performance. Teach the audience part of the rap so that they can join in.	Work as a whole class to create a group rap about the heart. Write and perform over a unified pulse and rap with expression, movements and gestures as part of their performance. Teach the audience part of the rap so that they can join in.	Work as a whole class to create a group rap about the heart. Write and perform over a unified pulse and rap with expression, movements and gestures as part of their performance. Teach the audience part of the rap so that they can join in.	Work as a whole class to create a group rap about the heart. Write and perform over a unified pulse and rap with expression, movements and gestures as part of their performance. Teach the audience part of the rap so that they can join in.
R.E	**Yr 3/4 Gospel (Core)** What kind of world did Jesus want?	**Yr 3/4 Gospel (Core)** What kind of world did Jesus want?	**Yr 3/4 Gospel (Core)** What kind of world did Jesus want?	**Yr 3/4 Gospel (Core)** What kind of world did Jesus want?	**Yr 3/4 Gospel (Core)** What kind of world did Jesus want?	**Yr 3/4 Gospel (Core)** What kind of world did Jesus want?
ICT	Visit the 'Give Blood' website. Use the tabs to find out key information and read the amazing stories about people who have donated and received blood. Share discoveries in groups or as a class.	Visit the 'Give Blood' website. Use the tabs to find out key information and read the amazing stories about people who have donated and received blood. Share discoveries in groups or as a class.	Visit the 'Give Blood' website. Use the tabs to find out key information and read the amazing stories about people who have donated and received blood. Share discoveries in groups or as a class.	Make a flow diagram to illustrate the circulation process. Use the heart as the hub of the flow diagram and investigate the main vessels from and to the heart, where they go and what they do.	Make a flow diagram to illustrate the circulation process. Use the heart as the hub of the flow diagram and investigate the main vessels from and to the heart, where they go and what they do.	Make a flow diagram to illustrate the circulation process. Use the heart as the hub of the flow diagram and investigate the main vessels from and to the heart, where they go and what they do.
P.E.	NUFC	NUFC	NUFC	NUFC	NUFC	NUFC

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PSHE	Read the book, or watch an animation of 'The Heart and the Bottle' by Oliver Jeffers. Discuss what happens and how life might be different if they didn't have a 'heart'. Discuss why the girl placed her heart in the jar and how the world was different when she couldn't feel things like she did when she had a heart. Discuss why she wanted to put her heart in a 'safe place'. Consider whether they have ever experienced a time when they felt they needed to protect their heart from hurtful things.	Read the book, or watch an animation of 'The Heart and the Bottle' by Oliver Jeffers. Discuss what happens and how life might be different if they didn't have a 'heart'. Discuss why the girl placed her heart in the jar and how the world was different when she couldn't feel things like she did when she had a heart. Discuss why she wanted to put her heart in a 'safe place'. Consider whether they have ever experienced a time when they felt they needed to protect their heart from hurtful things.	Read the book, or watch an animation of 'The Heart and the Bottle' by Oliver Jeffers. Discuss what happens and how life might be different if they didn't have a 'heart'. Discuss why the girl placed her heart in the jar and how the world was different when she couldn't feel things like she did when she had a heart. Discuss why she wanted to put her heart in a 'safe place'. Consider whether they have ever experienced a time when they felt they needed to protect their heart from hurtful things.	Read the book, or watch an animation of 'The Heart and the Bottle' by Oliver Jeffers. Discuss what happens and how life might be different if they didn't have a 'heart'. Discuss why the girl placed her heart in the jar and how the world was different when she couldn't feel things like she did when she had a heart. Discuss why she wanted to put her heart in a 'safe place'. Consider whether they have ever experienced a time when they felt they needed to protect their heart from hurtful things.	Read the book, or watch an animation of 'The Heart and the Bottle' by Oliver Jeffers. Discuss what happens and how life might be different if they didn't have a 'heart'. Discuss why the girl placed her heart in the jar and how the world was different when she couldn't feel things like she did when she had a heart. Discuss why she wanted to put her heart in a 'safe place'. Consider whether they have ever experienced a time when they felt they needed to protect their heart from hurtful things.	Read the book, or watch an animation of 'The Heart and the Bottle' by Oliver Jeffers. Discuss what happens and how life might be different if they didn't have a 'heart'. Discuss why the girl placed her heart in the jar and how the world was different when she couldn't feel things like she did when she had a heart. Discuss why she wanted to put her heart in a 'safe place'. Consider whether they have ever experienced a time when they felt they needed to protect their heart from hurtful things.
French						
Other activities	9th Lockerbie Manor presentation for parents 4pm Sport's leaders training 11th					