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| **Happy and Healthy – Autumn Term 1 2024** | | |
| **KS1** | **Lower KS2** | **Upper KS2** |
| **Science**   * Exercise, eating and hygiene * Identify and name parts of the body * Senses * Basic needs of humans * Humans have offspring that grow into adults   Recommended opportunities for Working Scientifically:   * Performing simple tests (effects of exercise on the body) * Using observations and ideas to suggest answers to questions (What do we need for survival? What do humans need for survival?) * Gathering and recording data to help in answering questions (e.g. What are our bodies commonalities and differences? Is the oldest child the fastest? Which body part is associated with which sense?) | **Science**   * Human nutrition * Skeletons and muscles * The digestive system * Teeth   Recommended opportunities for Working Scientifically:   * Identify and group animals with/without skeletons, observe closely and compare the movement of humans and an invertebrate animal * Research different food groups and how they keep us healthy (feedback/present findings in a variety of ways - oral and written forms) * Observe closely and compare the teeth of carnivores and herbivores and suggest reasons for differences (record findings using simple scientific language and labelled diagrams) | **Science**   * Changes in humans to old age * Reproduction in animals * Evolution – understanding that living things have offspring of the same kind but not identical to parents * Diet, exercise, drugs and lifestyles * The circulatory system * The way nutrients are transported within animals, including humans.   Recommended opportunities for Working Scientifically:   * Researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows * exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health (identifying scientific evidence that has been used to support or refute ideas or arguments) |
| **RSE & PSHE**   * Health and wellbeing | **RSE & PSHE**   * Health and wellbeing | **RSE & PSHE**   * Health and wellbeing |
| **Design Technology**  Food Technology   * Understanding where food comes from * Preparing fruits and vegetables | **Design Technology**  Food Technology   * Learn about varied/healthy diets * Seasonality of food * Preparing and cooking savoury dishes | **Design Technology**  Food Technology   * Seasonality of food and knowing where ingredients come from. * Making cultural seasonal food |
| **PE**  Dance  (Senses – Primrose Education) | **PE**  Outdoor and Adventurous | **PE**  Outdoor and Adventurous |
| **MUSIC**  Year 1 – Move to the Beat – Exploring pulse and rhythm  Year 2 – Time to play – Exploring pulse and rhythm patterns | **MUSIC**  Year 3 – Hear it, play it! Exploring rhythmic patterns  Year 4 – Playing with rhythm – Playing with rhythm and structures | **MUSIC**  Year 5 – Rhythm Builders – Exploring rhythmic layers  We’ve got rhythm – rhythmic devices and structure |
| **Computing**   * Y1 – Unit 1 DB Primary * Y2 – Unit 7 DB Primary | **Computing**   * Y3 – Unit 13 DB Primary * Y4 – Unit 19 DB Primary | **Computing**   * Y5 – Unit 25 DB Primary * Y6 – Unit 31 DB Primary |
|  | **MFL**   * Year 3 and 4- All About Me (Year 3) * Year 4 and 5- Going Shopping (Year 4) * Year 6 – All About Me (Year 5) | |