



## Scientific Enquiry

### Research

- The children will research using a range of secondary sources of information on how to keep healthy, e.g. recipes, keep fit videos.

### Identifying and classifying

- Children to decide on and give reasons for sorting, grouping, classifying ways to keep healthy.

## Languages

### Listening and Speaking

- Listen attentively and understand instructions.
- Recognise and respond to sound patterns and words.
- Speak with increasing confidence.
- Perform simple communicative tasks using single words, phrases and short sentences.

## Art & Design

### Evaluate and analyse creative works

- Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like in a piece of art work.

### Produce creative work, exploring their ideas and recording their experiences

- Explain the reasons for their ideas, and discuss how their ideas have developed.

## Computing

### Computer Science—Coding

- Plan and write algorithms and programs using sequences and repetition and further develop their computational thinking.

### Digital Literacy

- Use technology safely and respectfully and have an understanding of how to keep information secure

## Design Technology

### Cooking and Nutrition

- Understand and apply the principles of a healthy and varied diet .
- Plan a sequence of actions to make a product.
- Investigate similar products to the one to be made to give starting points for a design.
- Join and combine a range of ingredients

## History

### Events, People and Changes

- Children will demonstrate their knowledge of aspects of a historical, significant individual from the Olympic games.
- Discuss the historical event of the Olympic Games (summer)
- Children will select and organise key Olympic information to present in a range of ways.

## PE—Gymnastics

### Application of Skills

- Create and perform sequences of actions smoothly in a range of activities such as gymnastics.

### Evaluating success

- Identify what they do best and what they find difficult.
- Make simple assessments of performance based on simple criteria given by the teacher.

## Music

### Creating and composing

- Begin to improvise and develop rhythmic and melodic material when composing, improving their own and others' work in relation to its intended effect.
- Begin to create and combine a variety of the inter-related dimensions when composing (e.g. composing using both dynamics and tempo).

## Collaborative Learning

- The children will work together to create their own smoothies after researching, tasting and creating a recipe for a healthy body.