



WOW Moment:

Circulation Game -STEM

Science

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- describe the ways in which nutrients and water are transported within animals, including humans
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DT: Design

- 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
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams prototypes pattern pieces and computer-aided design.

DT:

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Apply their understanding of computing to program monitor and control their products

Science

- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function



DT: Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

**Fighting Fit
(6.4 Spring)**

WOW Moment:

Cave Paintings

History:

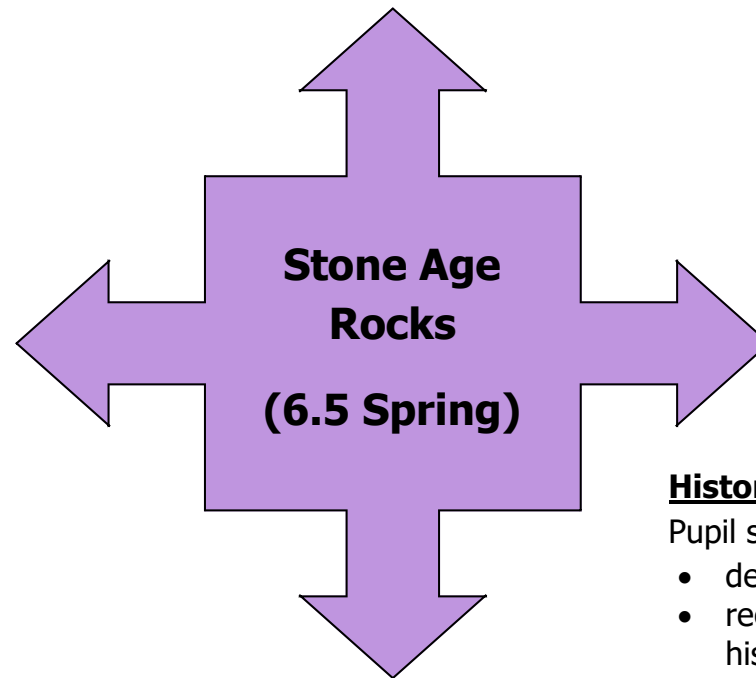
children should be taught about changes in Britain from the Stone Age to the Iron Age



History

Pupil should:

- continue to develop a chronological secure knowledge and understanding of British local and world history
- establish clear narratives within and across the periods the study
- note connections contrasts and trends over time



History

Pupil should:

- develop the appropriate use of historical terms
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
- construct informed responses that involve thoughtful selection and organisation of relevant historical information
- understand how our knowledge of the past is constructed from a range of sources

WOW Moment:

Watch

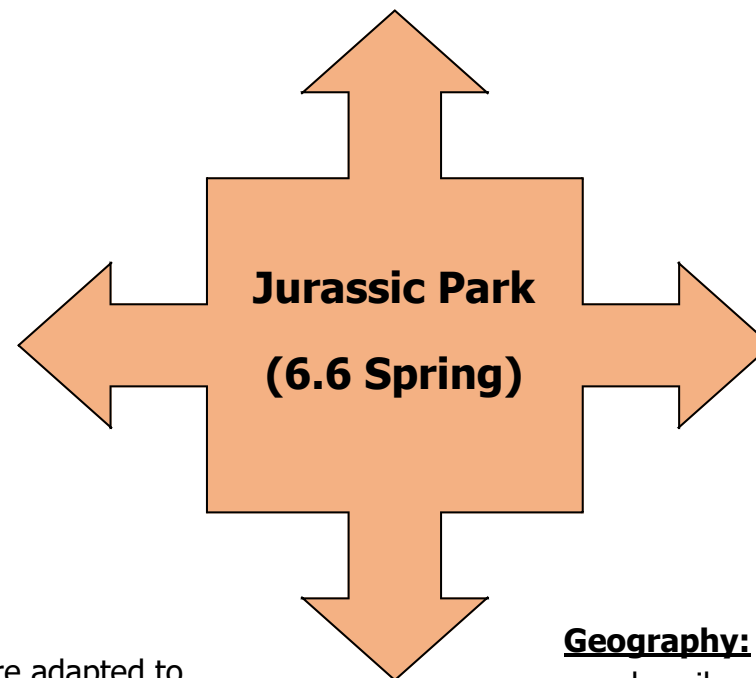
<https://www.bbc.co.uk/iplayer/episode/m0016djt/dinosaurs-the-final-day-with-david-attenborough>

Science

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago

Science:

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parent.



Science:

- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Geography:

- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (*linked to fossils*)