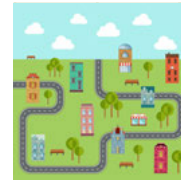




## Science

### "Healthy Bodies"

1	Finding out how scientific ideas about food and diet were tested in the past and how this has contributed to our knowledge of a balanced diet.
2	Learning about the different food groups and why a balanced diet is important.
3	Exploring how water and nutrients are transported around the body by the circulatory system.
4	Investigating what happens to our heart when we exercise and the reasons for these changes.
5	Investigating how muscles move the skeleton and how muscle activity requires increased blood flow.
6	Exploring the effects of alcohol, tobacco and other drugs on the human body.
7	Using knowledge of the human body to evaluate what we can do to keep our bodies healthy.
Objectives:	<ul style="list-style-type: none"> <li>Year 6 - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>Year 6 - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>Year 6 - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>Year 6 - reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>Year 6 - identifying scientific evidence that has been used to support or refute ideas or arguments</li> <li>Year 6 - identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>Year 6 - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>Year 6 - describe the ways in which nutrients and water are transported within animals, including humans</li> </ul>



## Geography

### "Our Local Area"

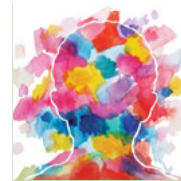
1	Exploring economic activity in our local area.
2	Exploring land use in our local area.
3	Exploring settlements in our local area.
4	Exploring climate zones in our local area.
5	Exploring rivers in our local area.
6	Exploring upland areas in our local area.
Objectives:	<ul style="list-style-type: none"> <li>KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>KS2 - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>KS2 - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>KS2 - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>



## RE

### "Belief in our Community"

1	Finding out about the various religious and non-religious groups in our local community.
2	Considering how belonging to a religious group can help people in the local community.
3	Investigating how religious beliefs impacted on the lives of various inspirational figures.
4	Considering the difficulties for people of different religions living in non-religious societies.
5	Thinking about some of the difficulties encountered when trying to live life according to religious beliefs, and how people can be supported.
Objectives:	N/A



## Art

### "Express Yourself"

1	Exploring how clothing can be used to express yourself and designing clothing to portray personalities.
2	Observing how facial expressions change to portray different emotions and learning how to draw these facial expressions.
3	Exploring how artists use lines and fonts to express emotions.
4	Exploring how artists use colours to express themselves in their work.
5	Exploring the work of artist Chuck Close, who uses fingerprints to create portraits.
Objectives:	<ul style="list-style-type: none"> <li>KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials</li> <li>KS2 - to improve their mastery of art and design techniques, including painting with a range of materials</li> <li>KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials</li> </ul>

# Me, Myself and I

## Teacher's Topic Planner

Maths

Computing

Art  
"Express Yourself"

PlanBee 

DT

English

Science  
"Healthy Bodies"

PlanBee 

History

Geography  
"Our Local Area"

PlanBee 

RE  
"Belief in our Community"

PlanBee 

Languages

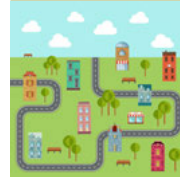
Music

Teacher's notes:



**Science**

**"Healthy Bodies"**



**Geography**

**"Our Local Area"**



**RE**

**"Belief in our Community"**



**Art**

**"Express Yourself"**

# Healthy Bodies : Science : Year 6

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To find out how scientific ideas about food and diet were tested in the past and how this has contributed to our knowledge of a balanced diet.	Children will learn about historical health problems caused by poor diet, and how the work of scientists such as James Lind helped develop a better understanding of how diet affects health. They will then consider and describe how medical tests and trials might be conducted, or improved.	<ul style="list-style-type: none"> <li>Can children describe some examples of how doctors in the past tested ideas about food and diet?</li> <li>Do children know how these tests in the past have affected our ideas about healthy eating today?</li> <li>Do children know that in order to be healthy we need a balanced diet which includes different food groups?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C/1D</li> <li>Information Sheet</li> <li>Question Cards (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To investigate some different food groups and find out why a variety of foods is important for a healthy diet.	Children will learn about food groups: what they provide our bodies with, and what quantities of each we need in a balanced diet. They will then either design balanced meals or study food labelling.	<ul style="list-style-type: none"> <li>Can children name some of the different food groups?</li> <li>Do children know which types of foods are included in different food groups?</li> <li>Do children know why each different food group is important for a healthy lifestyle?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C/2D/2E</li> <li>Information Sheet</li> <li>Food Label Cards (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To find out how nutrients and water are transported in the human body.	Children will learn about the functions of the heart, lungs and circulatory system, then either draw and label diagrams, or perform a heart dissection to study its internal structure.	<ul style="list-style-type: none"> <li>Do children know that the circulatory system transports blood and nutrients to the different parts of the body?</li> <li>Can children describe how the circulatory system works?</li> <li>Can children record their own resting pulse rate accurately?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B</li> <li>Label Cards</li> <li>Heart Dissection Sheet (FSD? activity only)</li> <li>Equipment for dissection as listed on sheet (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To investigate what happens to the heart when we exercise and why.	Children will learn about what happens to the heart when we exercise, then conduct practical investigations where heart rate is measured.	<ul style="list-style-type: none"> <li>Can children describe the functions of the heart?</li> <li>Can children investigate how the heart is affected through exercise and draw conclusions?</li> <li>Do children know that hearts need to have exercise to stay healthy?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C/4D</li> <li>Clocks and/or stopwatches</li> </ul>
<b>Lesson 5</b>	To investigate how muscles move the skeleton and how muscle activity requires increased blood flow.	Children will learn about how muscles work, and how they work in groups to move the skeleton. They will then explore in greater depth how blood flow increases to different muscle groups during different types of exercise.	<ul style="list-style-type: none"> <li>Do children know that muscles work in pairs to move different parts of the skeleton?</li> <li>Do children know that when muscles exercise they need an increased flow of blood because the muscles are working harder?</li> <li>Can children explain why their pulse rate increases when they exercise?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B/5C</li> <li>Human Muscles Diagram</li> </ul>
<b>Lesson 6</b>	To investigate the effects of tobacco, alcohol and other drugs.	Children will learn about what drugs are, how some are helpful and some are harmful. They will also consider ways in which drugs have side effects. Following this, children may explain differences between drugs, or their effects, in their own words.	<ul style="list-style-type: none"> <li>Do children know that drugs affect the way the mind or body works?</li> <li>Do children know that some drugs are beneficial even though they may have unpleasant side-effects?</li> <li>Are children aware of some of the negative effects of tobacco and alcohol on the body?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 6A/6B/6C</li> <li>Information sources</li> <li>Challenge Cards (FSD? activity only)</li> </ul>
<b>Lesson 7</b>	To evaluate what we can do to keep our bodies healthy.	In the light of prior learning about the functions of the human body, children will gather their ideas about staying healthy, and present them in a variety of ways. They will also do an end of unit quiz.	<ul style="list-style-type: none"> <li>Can children describe the impact that diet has on the body?</li> <li>Can children describe why exercise is important for a healthy lifestyle?</li> <li>Can children describe the harmful effects some drugs can have on the body?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 7A/7B</li> <li>Profile Cards</li> <li>Challenge Card (FSD? activity only)</li> <li>Video cameras (FSD? activity only)</li> <li>End of Unit Quiz</li> </ul>

# Our Local Area : Geography : Year 6

	Learning Objective	General Information	Resources
<b>Lesson 1: Economic activity</b>	To explore economic activity as part of a local area study.	This lesson focuses on the human geography of economics. The pack contains information about the UK's 2012 imports and exports as well as natural resources found in England. To prepare for the lesson you will need to ensure you are aware of examples of products that are found or built near your school, for example, mining, farming, factories etc.	<ul style="list-style-type: none"> <li>• Activity plan</li> <li>• Slides</li> <li>• Import/Export sheet</li> <li>• Import/Export question sheet</li> <li>• Site visit sheet</li> </ul> <ul style="list-style-type: none"> <li>• UK industries sheet</li> <li>• Digital camera</li> </ul>
<b>Lesson 2: Land use</b>	To explore land use as part of a local area study.	This lesson focuses on the human geography of land use. To prepare for the lesson you will need to ensure you are aware of examples of residential, commercial and industrial buildings that are near your school, for example, houses, flats, corner shops, petrol station, factories etc.	<ul style="list-style-type: none"> <li>• Activity plan</li> <li>• Slides</li> <li>• Information sheet</li> <li>• Report sheet</li> <li>• Proposal sheet</li> </ul> <ul style="list-style-type: none"> <li>• Site visit sheet</li> <li>• Map of the area around your school</li> <li>• Digital camera</li> </ul>
<b>Lesson 3: Settlements</b>	To explore settlements as part of a local area study.	This lesson focuses on the human geography of settlements. To prepare for the lesson you will need to ensure you are aware of the original function and the current function of the settlement your school is in, for example, port, market town etc.	<ul style="list-style-type: none"> <li>• Activity plan</li> <li>• Slides</li> <li>• Types of settlement sheet</li> <li>• Question sheet</li> <li>• Information sheet</li> </ul> <ul style="list-style-type: none"> <li>• Access to internet</li> <li>• Site visit sheet</li> <li>• Map sheet</li> <li>• Digital camera</li> <li>• Scrap/art materials for building a settlement model</li> </ul>
<b>Lesson 4: Climate zones</b>	To explore climate zones as part of a local area study.	This lesson focuses on the physical geography of climate zones. To prepare for the lesson you will need to research and print the average temperature and rainfall in your school's local area or ensure your class have access to the internet to explore the Met Office website. If your class will be researching using the internet they will need to know the area the school is in.	<ul style="list-style-type: none"> <li>• Activity plan</li> <li>• Slides</li> <li>• Map sheets</li> <li>• Average climate sheet</li> <li>• Local climate sheet</li> </ul> <ul style="list-style-type: none"> <li>• Weather sheet</li> </ul>
<b>Lesson 5: Rivers</b>	To explore rivers as part of a local area study.	This lesson focuses on the physical geography of rivers. To prepare for the lesson you will need to ensure you are aware which major river is closest to your school and that you know the OS grid reference of the location of your school. If your school is closest to a tributary or a river not included on the Information Sheet you may wish to gather the relevant information for it.	<ul style="list-style-type: none"> <li>• Activity plan</li> <li>• Slides</li> <li>• Map sheets</li> <li>• Question sheet</li> <li>• Information sheets</li> </ul> <ul style="list-style-type: none"> <li>• Site visit sheets</li> <li>• Digital camera</li> </ul>
<b>Lesson 6: Upland areas</b>	To explore mountains and hills as part of a local area study.	This lesson focuses on the physical geography of upland areas. To prepare for the lesson you will need to ensure you are aware of the height of the land your school is on and that you know the OS grid reference of the location of your school.	<ul style="list-style-type: none"> <li>• Activity plan</li> <li>• Slides</li> <li>• Map sheets</li> <li>• Question sheets</li> <li>• Information sheets</li> </ul> <ul style="list-style-type: none"> <li>• Site visit sheets</li> <li>• Digital camera</li> </ul>

Please note that these lessons are structured differently to most PlanBee lessons: This Complete Series includes three Human geography packs and three Physical geography packs. These each include a plan with suggested teaching inputs, activity ideas and links to useful resources, a slideshow presentation\*, and a range of worksheets and other printable materials. These may be used in any combination to support your planning and teaching of a local area study, depending upon the geography of your local area.

**\*The slideshow presentations included with lessons 1–3 are identical, as are those included with lessons 4–6.**

# Belief In Our Community : RE : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To find out about the different beliefs of religious and non-religious communities in our local area.	Children will consider differences between what it means to have 'faith', and what it means to have 'beliefs' (including how non-religious people have beliefs). They will go on to find out about religious and non-religious communities in their local area.	<ul style="list-style-type: none"> <li>Can children decide on some beliefs that are shared by your school community?</li> <li>Do children understand that many people consider 'beliefs' and 'faith' to be different things?</li> <li>Can children find out about religious and non-religious communities in their local area?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheets 1A/1B/1C</li> <li>Community Groups Cards (FSD? activity only)</li> <li>Communities In My Area Sheet (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To consider the ways in which belonging to a religious community can help people.	Children will read about a teenager's experiences as a member of a Jewish community, then consider ways in which being a member might help her in situations outside of that community. They will also consider some difficulties she might experience as a consequence of her beliefs.	<ul style="list-style-type: none"> <li>Can children consider how being a member of a religious community can affect daily life?</li> <li>Can children explain how being a member of a religious community helps people make decisions?</li> <li>Can children describe positive aspects of membership of a community in their local area?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheets 2A/2B/2C</li> <li>Community Member Interview Sheet (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To find out about the impact faith and beliefs have had on the lives of inspirational figures.	Children will learn about Mo Farah (a Muslim) and Daniel Radcliffe (an atheist) – their achievements, what they have said about faith and beliefs, and their charity work. They will consider how their beliefs may have shaped their lives. Following this, children may research and write about significant and inspirational figures.	<ul style="list-style-type: none"> <li>Can children describe the achievements of inspirational figures?</li> <li>Can children describe ways in which inspirational figures attribute their successes to their beliefs?</li> <li>Can children identify attributes of well-known people that they find inspirational?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheets 3A/3B</li> <li>Inspirational Figures Discussion Cards (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To consider the difficulties for people of different religious beliefs living in non-religious communities.	Children will consider how members of religious communities are also a part of many other, non-religious communities too. They will suggest reasons why religious people may experience difficulties in these communities at times, and consider how their beliefs may help them overcome difficulties. They may also consider how others can support people from different communities.	<ul style="list-style-type: none"> <li>Can children give examples of non-religious or multi-faith communities in their local area?</li> <li>Can children explain some of the shared beliefs of non-religious communities?</li> <li>Can children consider the difficulties faced by religious members of non-religious communities?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheets 4A/4B/4C</li> <li>Facts about Ramadan Cards</li> <li>Religious Community Statement Cards (FSD? only)</li> <li>Community Manifesto Sheet (FSD? only)</li> </ul>
<b>Lesson 5</b>	To think about what makes it difficult to live life according to our own beliefs.	Children will continue to consider ways in which everyday life can make it difficult to live according to some religious beliefs, and suggest ways in which people can help themselves, and each other, in this regard. They may then either create art to show their own sense of pride as a member of a community, or discuss some given dilemmas.	<ul style="list-style-type: none"> <li>Can children think about a time when they had difficulty living up to their own beliefs?</li> <li>Can children give some reasons why it is hard for young people to live up to some religious beliefs?</li> <li>Can children suggest how young people might cope with pressure to behave in a manner not according to their beliefs?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheets 5A/5B/5C</li> <li>Dilemma Cards (FSD? activity only)</li> </ul>



# Express Yourself : Art : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To explore how clothing can be used express ourselves.	Children begin the topic by exploring different ways to express oneself and identifying the ways in which they express themselves. They investigate how clothing can be a means of expressing their personality and opinions, looking at other people's outfits as well as designing some of their own.	<ul style="list-style-type: none"> <li>Can children identify different ways they can express themselves?</li> <li>Can children identify aspects of a person's personality from their clothing?</li> <li>Can children use clothing to convey their own personality?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Colouring pencils or felt tips</li> <li>Challenge Cards (FSD? Activity only)</li> <li>Worksheet 1D (FSD? Activity only)</li> </ul>
<b>Lesson 2</b>	To observe and draw different facial expressions.	In this lesson the children take on the role of cartoonists, where they observe different facial expressions and how they are conveyed. They must look carefully at each facial feature and determine how it changes to show an emotion. They will then use these emotions to sketch cartoon faces showing a variety of different emotions.	<ul style="list-style-type: none"> <li>Can the children identify different emotions from facial expressions?</li> <li>Can children describe how the features change for different facial expressions?</li> <li>Can children sketch a given emotion as a cartoon?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Emotion Cards</li> <li>Plenary Cards</li> <li>Mirrors</li> <li>Colouring pencils/ felt tips</li> <li>Worksheet 2D (FSD? Activity only)</li> <li>Paint (FSD? Activity only)</li> <li>Paintbrushes (FSD? Activity only)</li> <li>Paper plates (FSD? Activity only)</li> </ul>
<b>Lesson 3</b>	To explore how lines and fonts can express ideas.	This lesson allows the children to explore how lines and fonts can express different ideas and feelings. Whilst looking at the words of Keith Haring, the children are challenged to think about what different kind of lines mean or express. The children use their understanding of fonts and lines to create calligram portraits of themselves to express their personalities.	<ul style="list-style-type: none"> <li>Are children able to describe how lines and fonts can express an idea?</li> <li>Can children make choices based on different lines and fonts to create a desired effect?</li> <li>Can children use different pressures and thicknesses to create a desired effect?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A</li> <li>Challenge Cards</li> <li>A4 photograph of each child</li> <li>Plain paper</li> <li>Colouring pencils/ felt tips</li> <li>Worksheet 3B (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To explore how artists use colour to express themselves in their art.	Through exploring the artwork of Picasso, Kandinsky and Munch the children discover how colour can express the emotions, thoughts and opinions of an artist. Discussing Kandinsky's colour theory allows the children to reflect on their own responses to different colours and what thoughts and emotions they think of when responding to a colour. Children use these reflections to create an emotion wheel using colour and shapes.	<ul style="list-style-type: none"> <li>Can children respond and comment on different pieces of artwork?</li> <li>Can children identify emotions they feel, linked to a colour?</li> <li>Can children use colour and shape to illustrate emotions?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C</li> <li>Felt tips</li> <li>Digital photographs of the children (FSD? activity only)</li> <li>Computers or tablets (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To study the artwork of Chuck Close and explore his techniques.	The children are introduced to the modern artist Chuck Close who used fingerprinting to create large-scale portraits. They explore the different techniques Close used to create his artwork, including the use of a grid to transfer a portrait from a photo to a canvas. Reflecting the style of Close's work, the children create a self-portrait using their fingerprints.	<ul style="list-style-type: none"> <li>Are children able to comment on an artist's work?</li> <li>Can children use techniques influenced by an artist?</li> <li>Can children use different pressures and overlaps to create a desired effect?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheets 5A/5B/5C</li> <li>A4 photograph of each child</li> <li>Plain paper</li> <li>Paint/ ink pads</li> <li>Worksheet 5D/5E (FSD? activity only)</li> <li>String/wool (FSD? activity only)</li> <li>Glue (FSD? activity only)</li> </ul>