

Heartbeats

Rationale: linking the biology of the human body, in particular the human heart, to the metaphorical idea of 'heart-stopping' moments in narratives when authors are deliberately building tension.

Hook: Mini doctor role play (with dress up element – lab coat etc) and making models of the circulatory system and blood (opportunities for outdoors learning e.g. chalking body diagrams on playground). Consider a heart dissection.

Outcome: Pupils will write a tense story influenced by "The Watertower" by Gary Crew.

Prior Learning

In Year 3 / 4's Experience "Ready, Steady, Cook", pupils have learnt to describe the simple functions of the basic parts of the digestive system in humans; to identify the different types of teeth in humans and their simple functions and to construct and interpret a variety of food chains, identifying producers, predators and prey. They wrote descriptions of settings in the Experience called "Invaders!". In "Beware the Monster", pupils studied stories with sinister settings and threatening creatures.

CLA (Core Learning Area)

Science

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat;
- Describe the simple functions of the basic parts of the digestive system in humans;
- Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood;
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function;
- Describe the ways in which nutrients and water are transported within animals, including humans.

Literacy: "The Watertower" by Gary Crew

Reading

Explore how authors create tension and suspense in texts including the use of sentence length, empty words, vocabulary choices and dialogue;

Develop close reading skills noticing how authors reveal character, personality and a sense of place;

Compare texts with a similar purpose.

Writing

Plan their writing by:

Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;

Noting and developing initial ideas, drawing on reading and research where necessary;

In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed;

Ensuring the consistent and correct use of tense throughout a piece of writing;

Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

Learning Value Focus	
Value: Curious, creative, willing to take risks and experiment.	Skill: Presenting, Speaking and Listening, communicating with clarity and detail.

How Long? 3 weeks	When? Term 1: weeks 5 - 7
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Continuous Learning:
SPAG, Maths (Arithmetic and Reasoning), Music, PSHE, French, PE (including swimming), class reader "Rooftoppers" by Katherine Rundell.

Visit:	Visitor: Parent with medical knowledge
Parental Involvement: Provide doctor dress up items; invite in for a medical demonstration or to watch video of role play; promote excitement on class blog pages; discussions at home about food labelling and nutrition.	