

Brough Primary School – Curriculum Intention Plan 2021 - 2022



Subject: Science Year Group: Year 6		Area of learning: Animals Including Humans
Links to previous work/Remember when	<ul style="list-style-type: none"> the function of the skeleton and the purpose of muscles; the basic parts of the digestive system and the functions of organs in this system; the different types of teeth in humans and their functions; the life cycle of a human and how we change as we grow and develop; the basic needs of animals for survival (water, food, air); the importance of exercise, hygiene and a balanced diet. <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> being able to ask and investigate relevant scientific questions; setting up simple scientific enquiries; making systematic and careful observations; gathering, recording and presenting data; reporting on findings both oral and written; using results to draw simple conclusions using straight forward scientific evidence to support what they have found out. 	
Term	Year 6	Key Skills to be taught
Autumn 2021 What the children should know at the end of this series of lessons	<ul style="list-style-type: none"> Build on learning in Y3 and Y4 (outlined above) so they can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Build on their understanding of a healthy lifestyle by recognising the impact of diet, exercise, drugs, and lifestyle choices on the way their bodies function. This should include how to keep their bodies healthy and how their bodies might be damaged by some drugs and other substances that can be harmful. Describe the ways in which nutrients and water are transported within animals, including humans. Work should include working scientifically by exploring the work of well-known scientists and scientific research about the relationships between diet, exercise, drugs and lifestyle and health. <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> Develop their knowledge of planning different scientific investigations to answer questions, including recognising and controlling variables. Continue to use scientific equipment to measure but with increasing accuracy. How to record data in increasing complexity through diagrams, labels, tables, bar and line graphs. Using test results to make predictions and set up comparative and fair tests. 	

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	<ul style="list-style-type: none"> Reporting and presenting findings from investigations in oral and written forms for display and other presentations. Identify how scientific evidence has been used to support or discount ideas and arguments.
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Vocabulary

Blood, blood vessels, arteries, veins, capillaries, heart, pumps, oxygen, carbon dioxide, lungs, nutrients, water, Circulatory System, exercise, diet, lifestyle, drugs, addiction, disease, medicine, alcohol, cigarettes, stimulant, depressant, analgesic, hallucinogen.

Sequence of learning	Objectives and suggested details provided by subject leader.
1	i). Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. <ul style="list-style-type: none"> Identify the components of blood, describe their functions, and note the different blood groups. Note and name the three types of blood vessel. Sketch blood cells, showing texture and form. Select appropriate paint to create a fine art painting of blood cells showing texture and form.
2	i). Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood. <ul style="list-style-type: none"> Explore the structure and function of the human heart. Investigate and understand that heart size and speed relates to age, fitness and activity and can be improved. Use a range of techniques to create an anatomically accurate clay heart sculpture.
3	i). Describe the ways in which nutrients and water are transported within animals, including humans. <ul style="list-style-type: none"> Know that nutrients and water are transported around the body in the blood. Know that diffusion and osmosis are processes that move nutrient and water in the body. Investigate diffusion and osmosis. Create prints using paints and gelatine and link with diffusion. Create abstract photo montage and link with osmosis.
4	i) Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. ii) Describe the ways in which nutrients and water are transported within animals, including humans. <ul style="list-style-type: none"> Demonstrate how blood transports nutrients, water, gases and waste around the body. Explore and demonstrate how the circulatory system works including the role of the heart.

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	<ul style="list-style-type: none"> Use video and online editing tools to create a video installation and a TV advert.
5	<p>i) Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>ii) Describe the ways in which nutrients and water are transported within animals, including humans.</p> <ul style="list-style-type: none"> Identify those aspects of a diet that are healthy and unhealthy and the impact diet can have on the body, using scientific evidence. Examine the amount and types of exercise that keep a child and adult body healthy. Note how lifestyle can impact on the body and identify healthy habits. Use video and online editing tools to create a video installation and a TV advert. Identify exercise and diet as contributing factors of a healthy lifestyle.
6	<p>i) Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>ii) Describe the ways in which nutrients and water are transported within animals, including humans.</p> <ul style="list-style-type: none"> Identify how drugs impact on the way the human body functions. Understand that certain drugs can be used for positive effect in the form of medicine. Create an aesthetic photo montage that shares a message. Understand the negative physical, social and emotional impact of drug misuse.

Learning Outcome/product

This learning within animals including humans will not have one single identifiable outcome or product.

At the end of this series of work, children should better understand the responsibility they have to keep their own bodies healthy. This understanding should be evident in how the children use the vocabulary linked to this learning, how they explain the conclusions drawn from their own scientific investigation, and how they assimilate the information to help them make informed choices about their own life style, in the short, medium and long term.

Assessment records	List only those children who have not achieved the expected outcomes.

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Assessment records	List only those children who have exceeded the expected outcomes.

End of unit assessment question
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E.g. How do the decisions I make about my lifestyle, affect my body both internally and externally, now and in the future?
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