

Science– Zephaniah and Bowie

Our Bodies – Summer 2

Objective	What it looks like
<p><u>Knowledge:</u> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p>	<p>Groups create body maps by drawing around each other. They fill in the body maps with things they remember about body systems and then discuss what they think the heart does and what its function is. They discuss historical ideas about the heart and how they have changed. Children find their pulse and see how many times their hearts beat in a minute.</p>
<p><u>Knowledge:</u> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p><u>Knowledge:</u> Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Children learn about the function of the heart and about the three different types of blood vessels. The teacher gives children a small mirror and they look at the veins in the front of their mouth when they pull their lower lip down. Outside, the teacher makes a double loop pathway to represent blood's journey. Children act as the blood cells and follow the loop, picking up and dropping off 'oxygen' and 'waste' etc.</p>
<p><u>Knowledge:</u> 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.</p> <p><u>Working Scientifically:</u> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Reporting and presenting findings from enquiries, including conclusions, causal relationships and</p>	<p>Children make a documentary film about what the heart is, what it does and why it is important. They explain that increased pulse rate during exercise is due to higher demand for oxygen before exploring how advertisements talk about 'health' and 'diets'.</p>

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<p>explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p>	
<p><u>Knowledge:</u> Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	<p>Children discuss balanced diets and they interview others about what they do to stay healthy. Watch the videos as a class and children make a pie chart or bar graph for the results. They discuss how the digestive system and circulatory system work together and review the body maps from Lesson 1.</p>
<p><u>Knowledge:</u> Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p>	<p>Children recap what they’ve learned so far and discuss the possible effects of an unhealthy lifestyle. They make lists of drugs, discussing the difference between drugs and medicines and they discuss the health implications of becoming addicted to drugs. In pairs, children make a health education poster to be displayed around the school.</p>
<p><u>Knowledge:</u> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p>	<p>Children use all the evidence they have collected from the unit to present their ideas as a ‘Health Road’ presentation’. In groups, children prepare a presentation, where they will exhibit their work from the topic. They present to a wider audience and show documentary films that they have created around the school.</p>