



Topic Title: Body and Mind Year 6 Term Summer 2



Skills Taught:

- 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.
- Describe the ways in which nutrients and water are transported within animals, including humans. 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.
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Using test results to make predictions to set up further comparative and fair tests.
- 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.
- Identifying scientific evidence that has been used to support or refute ideas or arguments.

Immersion Activity/Provocation: Respond to a written request from Public Health England to develop a healthy eating and exercise plan for Year 6 during the summer break.

Key question?

What do we need to do to lead a healthy life?

Big Questions:

Why do we need to exercise?

How much exercise is 'enough' exercise?

How can we ensure we form healthy habits that carry us into adulthood?

Which is more important- a healthy diet or exercise?

What affects your heart rate?

Topic Title: Mind and Body Enquiry Question: What do we need to do to lead a healthy life?

Focus Texts:



Challenge for All:

	<u>Skills and Knowledge</u>
Some children will:	<ul style="list-style-type: none">• Ask relevant questions.• Set up simple, practical enquiries and comparative and fair tests.• Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.• Gather, record, classify and present data in a variety of ways to help in answering questions.• Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.• Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.• Identify differences, similarities or changes related to simple, scientific ideas and processes.• Use straightforward, scientific evidence to answer questions or to support their findings.
Most children will:	<ul style="list-style-type: none">• Plan enquiries, including recognising and controlling variables where necessary.• Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.• Take measurements, using a range of scientific equipment, with increasing accuracy and precision.• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.• Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.• Present findings in written form, displays and other presentations.• Use test results to make predictions to set up further comparative and fair tests.• Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.• Describe the changes as humans develop to old age.• Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.• Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions.• Describe the ways in which nutrients and water are transported within animals, including humans.

Some children will progress further and will:

As above but also-

- Confidence and competence in the full range of practical skills, taking the initiative in, for example, planning and carrying out scientific investigations.

- Excellent scientific knowledge and understanding which is demonstrated in written and verbal explanations, solving challenging problems and reporting scientific findings.

Enrichment/Outdoor Learning:

<https://www.stem.org.uk/elibrary/resource/32233> The Circulation Game-STEM

<https://www.stem.org.uk/resources/elibrary/resource/35233/human-body> The Human Body-STEM

<https://www.stem.org.uk/elibrary/resource/34279> Heart Beaters

[h https://www.stem.org.uk/resources/elibrary/resource/32093/snack-bar](https://www.stem.org.uk/resources/elibrary/resource/32093/snack-bar)

[tps://www.stem.org.uk/resources/elibrary/resource/33258/heavy-sugar](https://www.stem.org.uk/resources/elibrary/resource/33258/heavy-sugar)

<https://www.stem.org.uk/resources/elibrary/resource/315584/what-affects-your-heart-rate>

<https://www.stem.org.uk/resources/elibrary/resource/35334/animals-including-humans-being-human>

<https://www.stem.org.uk/resources/elibrary/resource/35393/healthy-lifestyle>

<https://www.stem.org.uk/resources/elibrary/resource/459606/human-species>

Links to Previous Learning:

Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.

Key Vocabulary: double circulation circulatory System blood vessel heart pump vein capillary artery lungs oxygen carbon dioxide gaseous exchange respiration exercise pulse rate heart chambers heart valves stethoscope blood group muscle skeleton smoking

Cross-curricular links:

Maths- data handling (Scatter graphs, line graphs, Venn diagrams, etc)

English- research and write a biography of a famous athlete, chronological/non-chronological reports

Celebration of knowledge and skills gained (opportunities for assessment):

Work in teams to develop a comprehensive diet and exercise program for children of their own age.