

Component 6:

What we will know after this sequence:

- Pupils will be able to describe how drugs can affect parts of the body.
- Pupils will be able to describe how alcohol can affect parts of the body.
- Pupils will be able to describe how smoking can affect parts of the body.
- Pupils will understand that scientific ideas change and be able to give examples of this.

Vocabulary: Human, body, impact, evidence, smoking, drugs, legal, illegal, alcohol, heart, stomach, liver kidneys, lungs, air sacs (alveoli), brain, mouth, fingers, toes, blood vessels.

How will this feed into my next learning: Pupils will use their knowledge from this scheme of work to create an explanation text on the Human Circulatory System.

SEND: Visual word mats to help with vocabulary. White board to help with spelling to enable complete focus on learning objective. Differentiated activity to enable the child to fully access that aspect of the task.

Component 4:

What we will know after this sequence:

- Pupils will be able to describe what a healthy lifestyle consists of.
- Pupils will be able to describe the impact of diet and exercise on the Human body.

Vocabulary: Healthy, lifestyle, diet, exercise, nutrition, nutrients, food, water, cells, body, Human, organs, vitamins, minerals, protein, fats, carbohydrates, water, fibre.

How will this feed into my next learning: Pupils will use their knowledge of how the body works to design and carry out an experiment on the effects of exercise on the body.

SEND: Visual word mats to help with vocabulary. White board to help with spelling to enable complete focus on learning objective.

Component 5: To

What we will know after this sequence:

- Pupils will be able to decide on the most appropriate type of investigation.
- Pupils will be able to explain which variables will be controlled.
- Pupils will be able to write a report about their findings that includes suitable scientific presentation of their data and a conclusion.
- Pupils will be able to report the degree of trust that they have in their results.



Vocabulary: Exercise, fitness, healthy, unhealthy, types, pulse, heart rate, investigation, results, record, table, graphs, charts, reports, degrees of trust.

How will this feed into my next learning:

Pupils will use their understanding of how nutrients and exercise can affect the body's health to look at other factors that can affect our health.

SEND: Visual word mats to help with vocabulary. White board to help with spelling to enable complete focus on learning objective. Experiment template sheets to help scaffold the child's learning.

Component 3:

What we will know after this sequence:

- Pupils will be able to explain how the digestive breaks down nutrients on a molecular level.
- Pupils will understand and be able to explain that different enzymes are used to break down different food types.
- Pupils will be able to explain the roles of the different parts of the circulatory system in transporting nutrients and water around the body.

Vocabulary: nutrients, nutrition, water, system, circulatory, digestive, skeletal, muscular, blood, blood vessels, heart, lungs, stomach, gall bladder, liver, small intestine, large intestine, pancreas, kidneys, rectum, bladder.

How will this feed into my next learning: Pupils will look at how the right nutrients and exercise are key for keeping the body healthy.

SEND: Visual word mats to help with vocabulary. White board to help with spelling to enable complete focus on learning objective. Differentiated activity to enable the child to fully access that aspect of the task.

Component 2:

What we will know after this sequence:

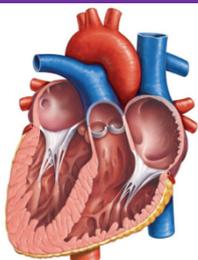
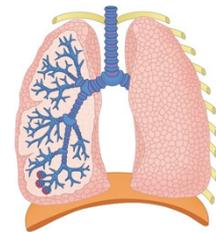
- Pupils will be able to explain the main functions of the heart, lungs and blood vessels.
- Pupils will be able to describe the functions of parts of the heart and lungs.

Vocabulary: Human, circulatory, organs, parts, heart, lungs, blood vessels, aorta, atrium, ventricle, artery, vein, pulmonary, superior vena cava, inferior vena cava, pulmonic, aortic valve, trachea, bronchus, bronchiole, diaphragm, alveoli, capillary, functions, intercostal muscles, ribs.

How will this feed into my next learning:

Pupils will use their understanding of how the circulatory system transports oxygen around the body, to learn how nutrients and water are broken down and transported around the body.

SEND: Visual word mats to help with vocabulary. White board to help with spelling to enable complete focus on learning objective. Differentiated activity to enable the child to fully access that aspect of the task.



Component 1:

We should know: Pupils should know that humans breathe to stay alive. They should know that humans have a heart that beats, and that we have blood vessels (although they may not know the names of them).

What we will know after this sequence:

- Pupils will understand that the circulatory system is split into three main components – the heart, the lungs and the blood vessels.
- Pupils will be able to identify and name the parts of the circulatory system.

Vocabulary: System, human, circulatory, body, skeletal, muscular, digestive, organs, parts, heart, blood vessels, aorta, atrium, ventricle, artery, vein, pulmonary, superior vena cava, inferior vena cava, pulmonic, aortic valve, capillary.

How will this feed into my next learning: Pupils will give context to their newly learned scientific vocabulary by learning about the functions of the parts.

SEND: Visual word mats to help with vocabulary. White board to help with spelling to enable complete focus on learning objective. Differentiated activity to enable the child to fully access that aspect of the task.