

W	Learning objective	Teaching activities	Resources	Assessment: Success Criteria
1	<p>To revise the skeletal, muscular and digestive systems</p> <p>To understand the circulatory system and identify and name its main parts and their functions</p> <p>(1 hour)</p>	<p>Intro:</p> <p>Revise what the word 'function' means in science (Complete the activities below as a class on the IWB, not on worksheets individually) Ask the children to think, pair, share the names of as many bones in the human body as they can, and their functions Show them the skeleton diagram from Year 3, and revise the names and functions of the main bones / groups of bones Revise from Year 3 how muscles work in pairs to bring about movement, with one muscle in each pair contracting, while the other muscle relaxes e.g. biceps & triceps Ask the children to think, pair, share the main parts of the digestive system and the steps in our digestion of food Show them the diagram of the digestive system and the steps involved in digestion from Year 4 Watch the following videos about the circulatory system: https://www.youtube.com/watch?v=-s5iCoCaofc (if the link does not work, Google 'YouTube Exploring the Heart - The Circulatory System! Aboutkidshealth') https://www.youtube.com/watch?v=_eVG45_iF9U – watch from 1 min 32 secs up to 4 mins 58 secs (if the link does not work, Google 'YouTube How Your Heart Works KidsHealth Videos') https://www.youtube.com/watch?v=GbttJ-5do9M – watch from 2 mins 27 secs up to 6 mins 33 secs (if the link does not work, Google 'YouTube Circulatory System Bill Nye on the Heart (Part 1)') Clarify that blood is not actually blue at any point in the human body, even though it looks this way in our veins Explain that the videos use characters to make the circulatory system interesting and easy to understand i.e. red blood cells cannot really talk or think Explain that the reason all of our cells need oxygen is for respiration – the process by which our cells get the energy that allows them to do their jobs Explain that 'fight or flight' is an evolutionary response Explain independent work to the children, including how they will need to use some words more than once</p> <p>Main:</p> <p>Children to complete a 'fill in the blanks' activity based on the information in the videos Lower ability / slower working children to complete the activity on the worksheets; higher ability children to work in their books Extension: Children to read and make notes independently about the circulatory system Have dictionaries for children to look up any words that they are unsure of</p> <p>Plenary:</p> <p>Children to compare their answers with a partner without changing them, discussing any differences in their work Listen to the 'Circulation song' at https://www.youtube.com/watch?v=q0s-1MC1hcE (if the link does not work, Google 'YouTube The Circulatory Song! Swimmer for Life!!!)</p>	<p>Videos open and ready to play, with ads skipped and / or closed</p> <p>Worksheets</p> <p>Dictionaries</p> <p>Non-fiction books on the circulatory system and / or laptops or tablets (for extension)</p>	<p>MUST: know the main parts of the circulatory system and their functions</p> <p>SHOULD: understand how the circulatory system works and why it is so important</p> <p>COULD: find out some additional information about the circulatory system independently</p>

2	<p>Lesson 2 (Paper-based version)</p> <p>To identify and name the main parts of the human circulatory system, and their functions</p> <p>(1 hour)</p>	<p>Intro:</p> <p>Revise what the word 'function' means in science</p> <p>Ask children to think, pair, share the names of as many parts of the circulatory system as they can, and their functions</p> <p>Explain that anatomy is the study of parts of an organism</p> <p>Explain that today we will be studying the anatomy of the circulatory system and the respiratory system:</p> <p>First 16 words: heart, heart rate, blood vessels, blood, arteries, veins, capillaries, red blood cells, white blood cells, organ, oxygen, carbon dioxide, circulatory system, haemoglobin, plasma, platelets</p> <p>Extension (16 more words): antibody, atrium, ventricle, glucose, vitamins, minerals, nutrients, immune system, heart valves, nerves, lungs, alveoli, bronchiole, bronchus, respiratory system, respiration</p> <p>Model for children how to use a dictionary and / or glossary to find the meaning of each of these words and phrases</p> <p>Emphasise that children need to pick the anatomy-related definition for words with more than one meaning e.g. organ</p> <p>Also emphasise that children should try to write the definition in their own words, rather than just copy it out</p> <p>Explain how to play the game for the independent work</p> <p>Main:</p> <p>Children to work together in mixed ability partners</p> <p>Children to look up the function of the parts and create memory cards:</p> <ul style="list-style-type: none"> • one child writes the part on the front of a card and the function on the back of the same card • one child writes the part on one card and the function on a different card <p>The double-sided set is set out to the side (this will be used to check answers)</p> <p>The two single-sided sets are set out separately and used to play 'Go Fish':</p> <ul style="list-style-type: none"> • the sets are placed face down • each child takes a turn to 'Go Fish' and try to find a matching pair – if they find a matching pair, they keep it; if they do not find a matching pair, they put the cards back in the same position, face down again (the double-sided set can be used to check if the pair are in fact matching or not) • continue playing until all of the matching pairs have been found and see who has the most <p>(To begin with, the cards can be set out facing up to make it easier)</p> <p>Plenary:</p> <p>Collect in all of the sets of cards</p> <p>Memory competition – in pairs / groups to write down as many of the parts as they can remember and their functions</p> <p>Ask pairs / groups how many they got and go to the team who says they have the most parts written down</p> <p>Check they got them right; if they did, award them points; if not go to pair who got the next most; repeat until find winners</p>	<p>Dictionaries and non-fiction books on the circulatory system, the respiratory system and so on</p> <p>6 sets of cards (printed on card) per pair of children</p>	<p>MUST: know some of the parts and their functions</p> <p>SHOULD: know more of the parts and their functions</p> <p>COULD: know all of the parts and their functions</p>
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2	<p>Lesson 2 (ICT-based version)</p> <p>To identify and name the main parts of the human circulatory system, and their functions</p> <p>(1 hour)</p>	<p>Intro: Revise what the word 'function' means in science Ask children to think, pair, share the names of as many parts of the circulatory system as they can, and their functions Explain that anatomy is the study of parts of an organism Explain that today we will be studying the anatomy of the circulatory system and the respiratory system: First 16 words: heart, heart rate, blood vessels, blood, arteries, veins, capillaries, red blood cells, white blood cells, organ, oxygen, carbon dioxide, circulatory system, haemoglobin, plasma, platelets Extension (16 more words): antibody, atrium, ventricle, glucose, vitamins, minerals, nutrients, immune system, heart valves, nerves, lungs, alveoli, bronchiole, bronchus, respiratory system, respiration Model for children how to use a dictionary and / or glossary to find the meaning of each of these words and phrases Emphasise that children need to pick the anatomy-related definition for words with more than one meaning e.g. organ Also emphasise that children should try to write the definition in their own words, rather than just copy it out Model how to use Quizlet</p> <p>Main: Children to log-in to their accounts at Quizlet.com Children to click 'Create set' (top centre-left of page) Children to name their set 'Anatomy of the circulatory system by (their name)' Children to find the function for the parts and use them to make flashcards (make sure they enter the part in the smaller box on the left and the function in the larger box on the right) Children to practise learning their flashcards using the various games on Quizlet in the following order (from easy game to difficult game):</p> <ul style="list-style-type: none"> • scatter • learn • test • speller • space race <p>Children to practise learning the parts and their functions by using each other's sets to play the games</p> <p>Plenary: Close down computers and / or return to class Memory competition – in pairs / groups to write down as many of the parts as they can remember and their functions Ask pairs / groups how many they got and go to the team who says they have the most parts written down Check they got them right; if they did, award them points; if not go to pair who got the next most; repeat until find winners</p>	<p>Dictionaries and non-fiction books on the circulatory system, the respiratory system and so on</p> <p>PCs / laptops</p> <p>Account set up for class / each child on Quizlet.com</p>	<p>MUST: know some of the parts and their functions</p> <p>SHOULD: know more of the parts and their functions</p> <p>COULD: know all of the parts and their functions</p>
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To access the complete [Year 6 Animals including Humans planning](http://www.saveteacherssundays.com/science/year-6/598/), with every resource needed for each lesson, visit:

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