## YEAR 6 ANIMALS INCLUDING HUMANS PLANNING

Class:	Term:	Subject: Science	Unit: Animals including Humans
Differentiation and support (D	etailed differentiation in weekly plans.)	English: writing up exp vocabulary, using dicti	periments in sequence using technical language, new one one of the
SEN: write up investigations	on writing frames. Support from more ab	le texts and video clips, j	ustifying choices,
partners in mixed ability work	. Additional adult support.		
		Maths: measuring time	e, drawing results tables and bar charts, Carroll diagrams
GT: provide headings for experiment sections. Encourage predictions conclusions that draw on scientific knowledge. Provide extension activities to		and Venn diagrams	
apply their own knowledge ar	nd to research information independently	ICT: videos on IWB, le	earning from online activities, using technology to record
	S	History, PSHCE & PE	, learning how to stay healthy and make good choices, er time and in different places

## Year 5 and 6 'Working scientifically' learning objectives

- 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

To access the complete <u>Year 6 Animals including Humans planning</u>, with every resource needed for each lesson, visit:

http://www.saveteacherssundays.com/science/year-6/598/

w	Learning objective	Teaching activities	Resources	Assessment: Success Criteria
	To revise the	Intro:	Videos open and	MUST: know the main parts
	skeletal,	Revise what the word 'function' means in science	ready to play, with	of the circulatory system and
	muscular and	(Complete the activities below as a class on the IWB, not on worksheets individually)	ads skipped and /	their functions
	digestive	Ask the children to think, pair, share the names of as many bones in the human body as	or closed	
	systems	they can, and their functions	\//orl/obcoto	SHOULD: understand now
	To understand	Show them the skeleton diagram from real 5, and revise the names and functions of the	vvorksneets	and why it is so important
	the circulatory	Revise from Year 3 how muscles work in pairs to bring about movement with one muscles	Dictionaries	and why it is so important
	system and	in each pair contracting, while the other muscle relaxes e.g. biceps & triceps	Dictionaries	COLILD: find out some
	identify and	Ask the children to think, pair, share the main parts of the digestive system and the steps	Non-fiction books	additional information about
	name its main	in our digestion of food	on the circulatory	the circulatory system
	parts and their	Show them the diagram of the digestive system and the steps involved in digestion from	system and / or	independently
	functions	Year 4	laptops or tablets	
		Watch the following videos about the circulatory system:	(for extension)	
	(1 hour)	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		
1		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		
		Main: Children to complete a (fill in the blanks' activity based on the information in the videos		
		Children to complete a fill in the blanks activity based on the information in the videos		
		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		
		Plenary:		
		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!!!)		

Lesson 2	Intro:	Dictionaries and	MUST: know some of the
(Paper-based	Revise what the word 'function' means in science	non-fiction books	parts and their functions
version)	Ask children to think, pair, share the names of as many parts of the circulatory system as	on the circulatory	
	they can, and their functions	system, the	SHOULD: know more of the
To identify and	Explain that anatomy is the study of parts of an organism	respiratory system	parts and their functions
name the main	Explain that today we will be studying the anatomy of the circulatory system and the	and so on	
parts of the	respiratory system:		COULD: know all of the parts
human	First 16 words: heart, heart rate, blood vessels, blood, arteries, veins, capillaries, red	6 sets of cards	and their functions
circulatory	blood cells, white blood cells, organ, oxygen, carbon dioxide, circulatory system,	(printed on card)	
system, and	haemoglobin, plasma, platelets	per pair of children	
their functions	Extension (16 more words): antibody, atrium, ventricle, glucose, vitamins, minerals,		
	nutrients, immune system, heart valves, nerves, lungs, alveoli, bronchiole, bronchus,		
(1 hour)	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		
	Explain now to play the game for the independent work		
	Main		
	Children to work together in mixed shility partners		
2	Children to look up the function of the parts and create memory cards:		
	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 <b>different</b> card		
	The double-sided set is set out to the side (this will be used to check answers)		
	The two single-sided sets are set out separately and used to play 'Go Eish'		
	• the sets are placed face down		
	<ul> <li>each child takes a turn to 'Go Fish' and try to find a matching pair – if they find a</li> </ul>		
	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		
	(To begin with, the cards can be set out facing up to make it easier)		
	Plenary:		
	Collect in all of the sets of cards		
	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		

based version)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:non-fiction books on the circulatory system, the respiratory system:parts and their functions SHOULD: know more o parts and their functionsTo identify and name the main parts of the human circulatory system, and their functionsFirst 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 ofnon-fiction books on the circulatory system, and their functionsparts and their functions	f the parts
Ask children to think, pair, share the names of as many parts of the circulatory system as name the main parts of the human circulatory system, and their functionsOn the circulatory system, the respiratory system:SHOULD: know more o parts of an organismFirst 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 ofOn the circulatory system, and the circulatory system and the respiratory system and so onSHOULD: know more o parts and their functions	f the
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<ul> <li>name the main parts of the human circulatory system.</li> <li>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</li> <li>Extension (16 more words): antibody, atrium, ventricle, glucose, vitamins, minerals, nutrients, immune system, heart valves, nerves, lungs, alveoli, bronchiole, bronchus, model for children how to use a dictionary and / or glossary to find the meaning of each of</li> </ul>	; parts
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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	
2 Children to log-in to their accounts at Quiziet.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 hashcards (make sure	
right)	
Children to practice learning their flacheards using the various games on Quizlet in the	
following order (from easy game to difficult game):	
scatter	
test	
speller	
Children to practise learning the parts and their functions by using each other's sets to	
play the games	
pidy the games	
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	

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