

<p><u>Links to Prior Learning</u></p> <p>Burps, Bottoms and Bile – digestive system, nutrition, diet, exercise</p> <p>Scrumdidlyumptious – Healthy eating, diet</p>	<p><u>Substantive Knowledge</u></p> <p>Science: Identify and name the main parts of the circulatory system and describe functions of heart, blood vessels and blood</p> <p>Impact of diet, exercise, drugs and lifestyle on the way our bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals including humans</p>	<p><u>Cultural Capital</u></p> <p>Book: Pig Heart Boy</p> <p>Art: Helen Frankenthaler, Hanns Hoffman, Joan Mitchell, Michael Goldberg</p> <p>Music: Songs with a ‘heart beat’ – Teardrop (Massive Attack), Heartbeat (Scouting for Girls)</p> <p>How and Why to make healthy choices</p> <p>The effect on ourselves and society of making unhealthy lifestyle choices</p>
<p><u>Key Questions</u></p> <p>What does my heart do?</p> <p>Does every living thing have a heart?</p> <p>How does exercise affect my heart?</p> <p>What is blood for?</p> <p>How fast is my heart beating?</p>	<p><u>Blood Heart</u></p> <p><u>Yrs 5/6</u></p>	<p><u>Key Vocabulary</u></p> <p>Circulatory system</p> <p>Blood vessel</p> <p>Oxygenated/deoxygenated blood</p> <p>Pulse, heart rate</p> <p>Chambers</p> <p>Capillaries, arteries, veins</p> <p>Right/Left ventricle</p> <p>Right/Left Atrium</p> <p>Nutrients</p> <p>Plasma, Platelets</p> <p>Blood cells</p> <p>Lungs</p> <p>rhythm</p>
<p><u>Throughout</u></p>	<p><u>Discrete</u></p> <p>Computing –sharing information, internet communication. French –Y5 unit 11, Y6 finish unit 15,</p> <p>PSHE – Being emotionally, physically and mentally healthy. Allergies, immunisation and vaccination.</p> <p>RE –Y5 Creation and Science: conflicting or complimentary RE – Y6 What does it mean if God is Holy and loving?</p> <p>Geography: Name and locate countries and cities of UK, geographical regions and their identifying human and physical characteristics, key topographical features (hills, mountains, coasts and rivers) and land use patterns and understand how some of these aspects have changed over time</p>	

<p><u>Maths Links</u> Interpreting data – Exercise Volume – measuring liquid. Fractions of the make-up of blood.</p>	<p><u>English Links</u> Non-chronological reports – the heart & the circulatory system Persuasive writing - exercise</p>
<p><u>DT tools and techniques</u> N/A</p>	<p><u>Art tools and techniques</u> Abstract heart paintings – using a range of techniques such as blowing, smudge, print liquids. Working from photographs from the dissection of the heart.</p>
<p><u>History knowledge to be remembered</u> N/A</p>	<p><u>Evaluation 2020/21</u></p> <p>Science – successful hook day and learning about the circulatory system. Children loved the hook day.</p> <p>Art – abstract heart paintings were done during hook day and the children really enjoyed it. Sketches of the heart incorporated mark making skills and took the children a long time to perfect. Need more work on evaluating preliminary sketches.</p> <p>Music – children really enjoyed engaging with the cultural capital songs and enjoyed learning about notation. Would be lovely to have a range of instruments that we could teach them to play or choose a particular song about the heart that they could learn to sing.</p>