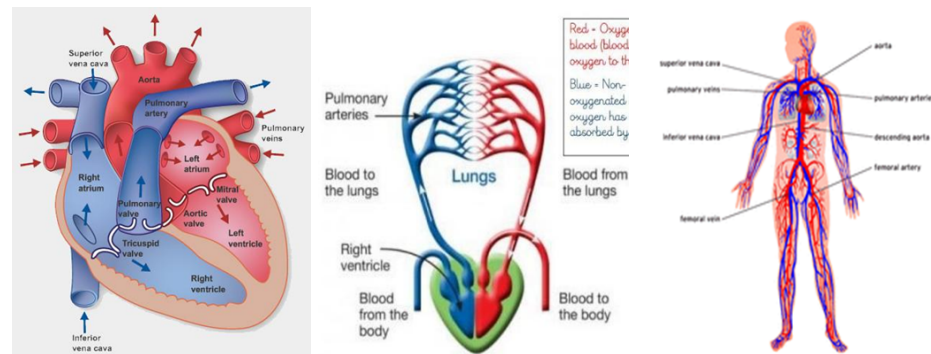


A Healthy Heart		Year 6 Autumn 1	
	Prior Knowledge	New Knowledge	Future Knowledge
<b>Science</b>	Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. (Y4) Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. (Y3) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Y2)	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.	Content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed. Calculations of energy requirements in a healthy daily diet. The consequences of imbalances in the diet, including obesity, starvation and deficiency diseases. The tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food (enzymes simply as biological catalysts). (KS3)
<b>Design &amp; Technology</b>	Measure - using measuring jug & digital scales with support to obtain accuracy (Y5) Measure - using different size measuring spoons, e.g. Liquids - refer to ingredients in simple fractions, e.g. half, quarter Thread - thread soft foods onto cocktail sticks, e.g. fruit kebab – strawberries, satsuma segments Cut - low resistance foods with a table knife in to equal size pieces/slices, e.g. canned pineapple slices, sticks of pepper, mushrooms - use a fork to secure foods (Y2)	Measure - using a measuring jug independently and accurately - using digital and analogue scales accurately and independently Thread - higher resistance foods onto kebab sticks, e.g. Peppers, onions Cut - higher resistance food with a vegetable knife, using the claw grip, e.g. celery, carrots - higher resistant foods from whole using the bridge hold, e.g. halve an apple, raw potato	Understand and apply the principles of nutrition and health. Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet. Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]. Understand the source, seasonality and characteristics of a broad range of ingredients. (KS3)

Key Questions	Key Individuals	Key Vocabulary
<p>What makes a healthy heart?</p> <p>How do lifestyle choices affect our health?</p> <p>What is meant by a balanced diet?</p> <p>How are nutrients transported around the body?</p> <p>What would a healthy lifestyle look like?</p> <p>What is the function of the heart?</p> <p>How do arteries and veins differ?</p>	<p><b>William Harvey</b> (1578-1657) is recognized as the man who discovered and published the first accurate description of the human circulatory system.</p> <p><b>Louis Pasteur</b> (1822-1895) a French biologist, who worked on vaccinations to stop people becoming ill.</p> <p><b>Marie Curie</b> (1867-1934) a Polish physicist, she pioneered the medical uses of radioactivity and trained nurses during WWI in radiography (using X-rays to take images of the body).</p>	<p><b>Cardiovascular system</b> - The body system that consists of the heart, blood vessels and blood. It carries necessary substances to cells, and waste products away from the cells.</p> <p><b>Heart</b> - A hollow, muscular organ that pumps blood around the body</p> <p><b>Veins</b> - Blood vessels that carry blood back to the heart</p> <p><b>Arteries</b> - Blood vessels that carry blood from the heart</p> <p><b>Capillaries</b> - Tiny blood vessels where substances are exchanged between blood and body cells</p> <p><b>Atrium</b> - Upper chambers of the heart</p> <p><b>Ventricle</b> - Lower chambers of the heart</p> <p><b>Aorta</b> - The largest artery in the body</p>



Curriculum Leaflet

Year 6 Autumn 1

Year 6 will be exploring the topic: 'A Healthy Heart'. This unit of work will have a specific focus on developing the children's knowledge, skills and understanding in Science.

Maths	English	Home
<p><b>Number: Place Value</b></p> <ul style="list-style-type: none"> <li>Learning about the value of digits in whole and decimal numbers up to 10,000,000 (ten million)</li> <li>Comparing and ordering numbers and using the symbols to show inequality</li> <li>Rounding any number (whole or decimal) to the nearest 10, 100 or 1000.</li> <li>Using and recognising negative numbers and solving problems using them.</li> </ul> <p><b>Number: Four Operations</b></p> <ul style="list-style-type: none"> <li>Add and subtract numbers with more than 5-digits.</li> <li>Using the inverse operation to check answers</li> <li>Multiply up to a 4-digit number by a 2-digit number</li> <li>Division including: short division, division by factors and long division</li> <li>Common factor and common multiples</li> <li>Number Patterns - squared, cubed and prime numbers</li> <li>Order of operations (BIDMAS)</li> <li>Estimating and mental calculations</li> </ul>	<p>We will be studying: <i>Pig-Heart Boy</i>, Malorie Blackman</p> <p><b>Writing Focus:</b></p> <p><b>Diary Writing</b></p> <ul style="list-style-type: none"> <li>Written using the appropriate voice and tone</li> <li>Written using informal and chatty language; appropriate punctuation for effect</li> <li>Include use of vocabulary for mood, emotion and literary effect</li> </ul> <p><b>Persuasive Writing</b></p> <ul style="list-style-type: none"> <li>Effective vocabulary selected purposefully; paragraphs securely linked throughout; range of techniques to appeal to and engage the reader.</li> <li>Use of features appropriate including: rhetoric, deliberate ambiguity and counter arguments</li> <li>Use formal language appropriately</li> </ul> <p><b>Narrative Writing</b></p> <ul style="list-style-type: none"> <li>Effective vocabulary selected purposefully; paragraphs securely linked throughout; range of techniques to appeal to and engage the reader.</li> <li>Secure development of characterisation, settings and atmosphere and use of dialogue to convey character and advance the action.</li> <li>Use informal/formal language appropriately; dialogue punctuated correctly using inverted commas.</li> </ul>	<p>Families can support learning in the following ways:</p> <ul style="list-style-type: none"> <li>Borrow and explore books from the library about the heart and circulation</li> <li>Discuss the effects of exercise on both physical and mental health</li> <li>Learn about the impact of a healthy heart and diet</li> <li>Suggested virtual visits to the Science museum</li> <li>Accessing weekly home learning tasks via Google Classroom</li> <li>Supporting the development of times tables skills via regular practice on Times Tables Rock Stars</li> <li>Reading daily at home</li> <li>Accessing MyMaths for weekly maths homework (KS2)</li> </ul>