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| Unit of study: Animals including Humans | | | | |
| Lesson | Learning Objectives | Science content | Learning Outcomes | Key Knowledge/Skills |
| 1 | Can I describe the stages of human development? | Can they describe the changes as humans develop into old age?  Can they understand that all living things have lifecycles?  Can they draw a timeline to indicate stages in the growth and development of humans? | Can I order the stages of human development?  Can I name the 6 stages of human development?  Can I explain the changes that occur during the stages of human development? | Children to know how we grow and develop from babies to old age.  Children can explain what happens to our bodies as we get older. |
| 2 | Can I explain how babies grow and develop?  Can I present data? | Can they describe the changes as humans develop into old age? | Can I demonstrate an understanding of how babies grow in height?  Can I demonstrate an understanding of how babies grow in height and weight?  Can I compare graph types and select which is most appropriate for my data?  Can I compare graph types to present complex data and explain which is most appropriate? | Children to know that babies grow quickly in their first year.  Children to understand that babies grow at different paces. |
| 3 | Can I identify the changes that take place in old age? | Can they describe the changes as humans develop into old age? | Can I explain the main changes that take place in old age?  Can I distinguish between facts and myths about old age? | Children to know and understand what happens to our bodies as we get older. |
| 4 | Can I report findings from enquiries? | Can they describe the changes as humans develop to old age?  Can they understand that all living things have lifecycles? | Can I report findings in written explanations?  Can I choose how best to report my findings? | Children to know what gestation means.  Children to know that animals have different gestation periods. |
| 5 | Can I research and find out about a famous scientist? | Can they present a report of their findings through writing, display and presentation? | Can I research a famous inventor/scientist and state why they are famous?  Can I state how their invention helped the world? | Children to know about Eva Crane and her life and her achievements for science were |
| 6 | Can I state how nutrients pass through our body? | Can they describe the ways in which nutrients and water are transported within animals, including humans?  Can they make a diagram of the human body and explain how different parts work and depend on one another?  Can they name the major organs in the human body?  Can they locate the major human organs?  Can they make a diagram that outlines the main parts of a body? | Can I name the body parts that carry nutrients through our body? | Children to name the main organs in the body.  Children to know how nutrients pass through our bodies and explain the process. |
| 7 | Can I name the three main parts of the circulatory system and describe the job of the heart? | Can they identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood? | Can I identify the three main parts of the human circulatory system?  Can I explain what the heart does? | Children to know the main parts of the circulatory system.  Children can explain how the heart works. |
| 8 | Can I describe the important jobs of the blood vessels and blood? | Can they identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood? | Can I describe the differences between arteries, capillaries and veins?  Can I discuss the four parts that blood is made up of?  Can I explain why blood is oxygenated and deoxygenated? | Children can state the difference between arteries, capillaries and veins.  Children to know what our blood is made up of.  Children to know how our blood becomes deoxygenated. |
| 9 | Can I describe the importance of exercise and how it affects the heart?  Can I plan a scientific enquiry?  Can I record, report and present results appropriately? | Can they recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function? | Can I make a prediction about the effect of exercise on heart rate?  Can I carry out an investigation to look at how exercise affects heart rate?  Can I draw a conclusion from my results? | Children to know that their heart rate increases with exercise.  Children to know what their resting heart rate is. |
| 10 | Can I explain how diet and exercise affect the body? | Can they recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function? | Can I discuss what might make a lifestyle more healthy or less healthy?  Can I interpret information about the diet and activities of different people?  Can I explain why different people have different calorie requirements? | Children to know the importance of a healthy diet.  Children know what a healthy meal looks like.  Children to know the importance of a balanced diet. |
| 11 | Can I recognise the impact of drugs and alcohol on the way bodies function? | Can they recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function? | Can I explain how drugs and alcohol can affect the body?  Can I describe the impact of drugs and alcohol on the circulatory system? | Children to know that drugs and alcohol have a negative effect on the body. |
| 12 | Can I research and find out about a famous scientist? | Can they present a report of their findings through writing, display and presentation? | Can I research a famous inventor/scientist and state why they are famous?  Can I state how their invention helped the world? | Children to know about Mary Maynard Daly and her life and her achievements for science were |