

### LIFESTYLE CHOICES – Comparing lifestyle

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.

- How does your heart rate change for different activities?
- How would different types of stomach juices affect break down of food?
- Is lung capacity linked to height, age, fitness?

### Work scientifically

#### Explore

The work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.

Other teaching ideas

- Link to PSHE and drug awareness.
- Explore the job of each part of the circulatory and digestive systems.
- Dramatization depicting the different stages of each system.
- Make a movie on how to keep you bodies healthy.
- Create a quiz about the body.
- Explore different body systems using websites such as <http://kidshealth.org/kid/htbw/>
- Make links between the different systems see <http://tinyurl.com/kzsoobb> for an example of how this might look.
- Recreate parts of the different systems using experiments at <http://tinyurl.com/me4blww>

### French

Lesson 1 - Hospital

Lesson 2 - Supermarket.

Lesson 3 - Restaurant.

### COMPUTING

#### E-safety Sessions Objective.

- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

#### Bloggng / Data Handling and Publishing delivered though day to day teaching of Literacy and Numeracy.

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

### Spirituality

COME and  
SEE

### Emotional Awareness

PSHE Learning Mentor  
GREAT

### Art and Music

End of topic  
celebration of  
learning.

## AUTUMN 1 YEAR 6 THE HUMAN ANIMAL

Enterprise – Link to GREAT.

Giving something back

Possibilities

### Geography

#### Human and Physical Geography

human geography, including the distribution of natural resources including energy, food, minerals and water

#### Geography skills and Field work

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

#### Distribution of natural resources

1. What are/were Britain's natural resources? (Links to History – Industrial Revolution)
2. What is the difference between a renewable and non-renewable resource?
3. Decision making exercise, a country needs developing, how would you develop this country? What is the best decision? Why? (e.g. Madagascar, vanilla farming, cut down the rainforest and sell to others?) What is the short term expedient? Long term expedient?

### Physical Education

#### Using Tennis/Kurling and Football Skills.

- To continue to apply and develop a broader range of skills
- Enjoy communicating, collaborating and competing with each other
- Develop an understanding of how to improve in different physical activities and sports
- Evaluate and recognise their own success.

### Music – Stomp - Junk

- Recognise major and minor keys
- Use notation for crotchets, minims, semibreves and quavers
- Recognise common time signatures
- Use accents and articulation
- Alter tempi for mood effects
- Select acoustic or electric sounds and describe their effect
- Use chords as an accompaniment
- Use ternary form to structure a composition

### Dance – Stomp

- Explore how movement can be used to express mood
- Be creative and imaginative when composing my dances
- Choreograph, practice, rehearse and refine movements
- Perform expressively
- Discuss the flow and movement of different dances