

PEMBRIDGE CE PRIMARY SCHOOL LEARNING JOURNEY ITINERARY

Pembridge is a school where we encourage everyone to be inspired through faith in God and to live by Christian values so that our teaching and learning is of the highest quality, our whole community flourishes and we reflect all that is worthy of praise.

SUBJECT: Science

YEAR: A

TERM: Summer

YEAR GROUPS: 5/6

KEY QUESTION: Why is the heart vital in the human body?

PREVIOUS KNOWLEDGE We would expect most children to already be able to:

- Name the life processes
- Recognise the importance of exercise to maintain fitness
- Identify some of the body's vital organs

End of Unit Objectives

*Some children will not yet have met what is expected and show they are **emerging** because they can:*

- Match photographs of blood components to the name of the component and recognise that the components have different functions. **KQ1**
- Complete a jigsaw of the heart, use a diagram to help to name the parts and, with support, explore the circulation of the blood. Create a model of the heart. **KQ2**
- Carry out supported observations. **KQ3**
- To carry out a supported investigation into the relationship between exercise and pulse rate. **KQ4**
- Through a presentation, describe the ways of maintaining a healthy heart. **KQ5**

*Most children will show that they have reached the **expected** level because they can:*

- Give the basic purpose of each component of blood. **KQ1**
- Annotate diagrams to describe the circulation of the blood. **KQ2**
- Speculate on why particular effects are created when demonstrating the transportation of nutrients and water in the blood **KQ3**
- Contribute to the planning of an investigation and carry it out systematically, collecting, presenting and commenting on results. **KQ4**
- Describe and explain the positive and negative effects of different foods on the body as well as the effects of exercise. **KQ5**

*Some children will have gone beyond the expected level and show that they are **exceeding** because they can:*

- Add further detail to information about the blood and to explain this and to explore blood groups. **KQ1**
- Invent a diagram to illustrate blood circulation. **KQ2**
- Use art work to explain the process of transportation in the blood. **KQ3**
- Explain results and consider how the investigation might be extended. **KQ4**
- Design a presentation which explains the positive and negative effects of different foods on the body as well as the effects of exercise in more depth. **KQ5**

ASSESSMENT OPPORTUNITIES – What are children aiming for?

Children will be able to demonstrate their learning through:

- Descriptions and explanations of observations and results
- Diagrams and model-making
- Responses in class and discussion with others

ENRICHMENT OPPORTUNITIES –

What can we give children along the journey to help them remember more?

We will endeavour to include:

- A range of resources including models, diagrams, ppts and videos
- Support materials

CROSS-CURRICULAR LINKS –

What links can we make to help children make sense of what we want them to know and be able to do?

This itinerary fits with our other learning through:

- DT – model of heart.
- English – writing annotations, explanations and a report
- Maths - graphing

LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things	Be willing to demonstrate learning in different ways.
Works hard	Respond to pink marking in order to further understanding.
Concentrates	Complete investigations systematically, keeping control of the variables.
Self-motivates	Ask questions to extend knowledge and understanding.
Imagines	Invent new ways of showing information.
Improves	Make additions or corrections based on feedback or changes an approach.
Understands others	Work co-operatively with others, discussing ideas, for example, about how to pursue an investigation.
Doesn't give up	Understand that activities often need to be repeated.