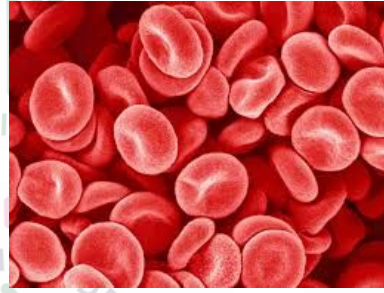# Animals including Humans

Construction

Prior Knowledge

Year 5 - Describe the changes as humans develop to old age. Year 4 - 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
Year 3 - Identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food but they do get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
Year 2 - Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and

Key Vocabulary

Tier 1: heart, body, organs

Tier 2: circulatory system, (de-) oxygenated blood, artery, vein, atrium, reproduction, nutrients,

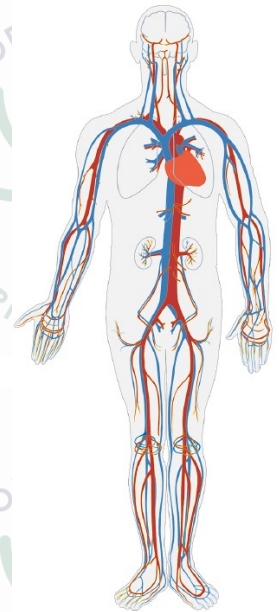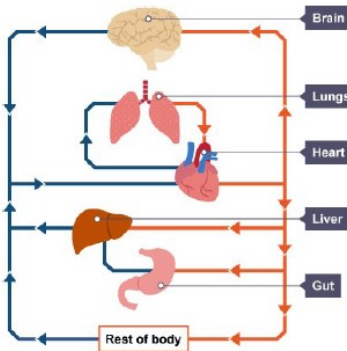Tier 3: oxygen exchange, carbon di-

My Component Knowledge:

Lesson 1: What do you know about your body?

Lesson 2: What is blood?

Lesson 3: What is the function of the heart?

Lesson 4: How are nutrients transported around the body?

Lesson 5: How do our bodies use blood to transport water and nutrients?

Lesson 6: How does exercise impact on your body?

My Composite Knowledge:

I can recognise the function of the heart, blood and the circulatory system and why it is so essential for our bodies.

My Powerful Knowledge:

To recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago.

Brain
Lungs
Heart
Liver
Gut
Rest of body

Which organs remove waste from the blood?

What enters the blood from the lungs?

Why is blood red?

What is another name for the circulatory system?

Working scientifically:

Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate.

Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.