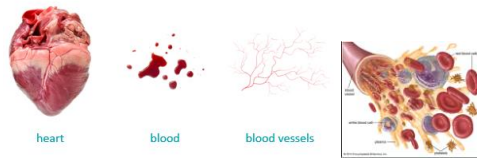
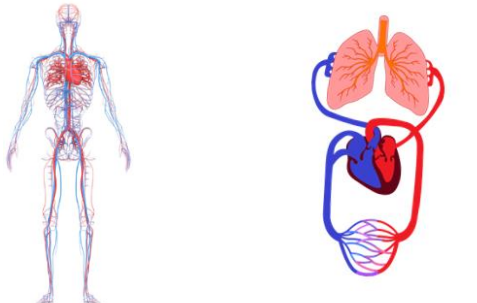
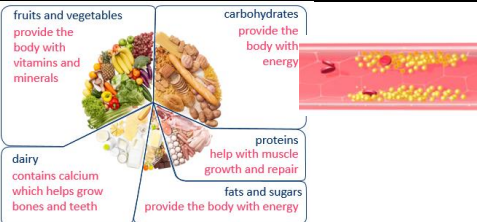


Year 6 Animals Including Humans (Biology)		Together we are Safe - What we need to do to keep our bodies healthy and safe.	
Crucial Knowledge	Important images	Key Vocabulary	
The circulatory system consists of the heart, blood and blood vessels. Blood contains different components that allow it to transport oxygen, water and nutrients around the body.		 heart  pulse  blood	
The heart pumps blood in the blood vessels around to the lungs. In the lungs, oxygen is absorbed into the blood stream and carbon dioxide is removed. The oxygenated blood travels back to the heart and is then pumped around the rest of the body. Nutrients and water are absorbed into the bloodstream in the intestines and are transported in the blood to the parts of the body where they are needed. Deoxygenated blood is carried by the blood back to the heart and then the cycle starts again.		 blood vessels  transported  lungs	
Diet, exercise, drugs and lifestyle have an impact on the way our bodies function. Eating too much unhealthy food can stop our bodies from working properly and even contribute towards illnesses.		 exercise  drugs  lifestyle	
Key Concepts			
Staying healthy – Year 4 understanding Animals get their nutrient from the food they eat. Different foods contain different types and amounts of nutrient. Animals need to eat the right combinations of foods to stay healthy. The food we eat travels through our digestive system. The nutrients from the food are absorbed from the digestive system. Year 6 understanding The nutrients from the food are absorbed through the digestive system (intestines) and into our blood stream for use in the rest of the body. Our heart needs to stay healthy in order to pump our blood through our bodies. Eating too much unhealthy food, taking certain drugs (or drugs in excess) and not getting enough exercise can stop our bodies from working properly and even contribute towards illnesses.			
Crucial Skills (Working Scientifically Skills)			



ask scientific questions and suggest suitable enquiry types



recognise how secondary research can be used



choose suitable resources from a range given



describe your methods



present learning in different ways incl. more complex Carroll diagrams and model making



answer questions - describing causal relationships



use test results to predict further values



consider the degree of trust in your results