



**Cedar. Cherry, Rowan,  
Being Human**

**Literacy Text – Pig Heart Boy – Malorie Blackman**

Lesson	IPC Learning Goal	NC Coverage	Activities	Resources / Vocabulary / Personal Goals
Entry Point			Quiz – What do you know about the body? Fitness Workout – Effects on the body Healthy/Unhealthy diet	Quiz P.E. Apparatus Images of foods
Knowledge Harvest			Picture of a skeleton Label all the body parts, including internal organs etc. Write a brief description of their function	Skeleton Vocabulary
Big Picture			<b>The human brain</b> The human brain controls all of the body's functions. As well as controlling everything the body does, the brain also provides mental and cognitive ability. It has a complex anatomy with two hemispheres, the right and the left, linked by nerves. Qualities we usually associate with being human stem from the cerebral cortex – the brain's outer layer or 'grey matter', comprising deep curving folds within which are billions of neurons. Signals from the cortex control our thoughts, understanding, language and behaviour. The cortex also contains the motor and sensory areas to process information from the muscles. Our brain is energy hungry – it consumes about 20% of our energy to control everything that happens in our body, though our brain is only 2.5% of our body weight.	
Science 1	Know about similarities and differences between humans and other creatures	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood	The children will create a power point called Being Human. What do humans do that other animals can't do? Include features of the body – the heart, the digestive system etc. <b>Add to this throughout the term, share with parents on completion</b>	Laptops
Science 2	Know the functions of the major internal and	Identify and name the main parts of the human circulatory system, and	Know about the functions of the brain.	Laptops

	external parts of the human bod	describe the functions of the heart, blood vessels and blood	Sort phrases into those said by the sensory neurons and the motor neurons. See p30. Write a description about the 2 different neurons. <b>Add to this throughout the term, share with parents on completion</b>	
Science 3	Understand some of the effects of what they learn on people's lives	Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	How can we keep muscles and bones healthy? Create a leaflet with information on this.	See PPT or videos
Science 4	Know the functions of the major internal and external parts of the human body	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood	Draw a diagram of the heart. Name parts of the heart. Know the functions of the heart and how it pumps blood around the body. Write how the heart works. <b>Add to this throughout the term, share with parents on completion</b>	Laptops Youtube – the heart Diagrams of the heart Vocabulary
Science 5	Know about the structure of the human body	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood	On an outline of the human body, ask the children to draw the nose, mouth, trachea, bronchi, lungs and diaphragm. They should label the parts and be able to write or talk about the function of these parts in the respiratory system. <b>Add to this throughout the term, share with parents on completion</b>	Laptops Vocabulary Human body
Science 6			Link to Out of Africa - Genetics	
Science 7	Understand the importance of an appropriate diet for the health of humans and other animals	Describe the ways in which nutrients and water are transported within animals, including humans	<b>Food Groups</b> <b>What are the different food groups? Draw a table of them.</b> <b>Label the body with the food groups it needs</b> Skeletal system – needs calcium-rich dairy foods such as milk, cheese and yogurt Nervous system – needs vitamin-rich foods such as fruit and vegetables	Laptops Food groups Vocabulary

			<p>Circulatory system – needs iron-rich foods such as proteins and dark green vegetables to provide haemoglobin to make red blood cells</p> <p>Respiratory system – needs oxygen</p> <p>Digestive system – needs water and fibre-rich foods such as wholegrain cereals and fruit and vegetables</p> <p><b>Add to this throughout the term, share with parents on completion</b></p>	
Technology 1 Linked to Maths	Be able to gather and use information to suggest solutions to problems	use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	<p>Plan a healthy meal.</p> <p>Their menu should be:</p> <p>Balanced – includes major food groups</p> <p>Healthy – uses fresh ingredients</p> <p>Creative and well-presented on the plate</p> <p>Not too expensive or difficult to source</p> <p>Link to maths – you have a budget of £5. Plan a healthy breakfast, lunch or evening meal for 2, within this budget but as near to £5 as possible.</p>	<p>iPads – access to supermarkets for prices</p> <p>Should you buy in packets or loose fruit and veg?</p>
International			<p>See international in Out of Africa plan and link them together</p> <p>Corona Virus</p>	
<b>Exit Point</b>			Share power points with parents after school to discuss their learning	Laptops
Reflection				