

# Healthy Bodies : Science : Year 6

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To find out how scientific ideas about food and diet were tested in the past and how this has contributed to our knowledge of a balanced diet.	Children will learn about historical health problems caused by poor diet, and how the work of scientists such as James Lind helped develop a better understanding of how diet affects health. They will then consider and describe how medical tests and trials might be conducted, or improved.	<ul style="list-style-type: none"> <li>Can children describe some examples of how doctors in the past tested ideas about food and diet?</li> <li>Do children know how these tests in the past have affected our ideas about healthy eating today?</li> <li>Do children know that in order to be healthy we need a balanced diet which includes different food groups?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C/1D</li> <li>Information Sheet</li> <li>Question Cards (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To investigate some different food groups and find out why a variety of foods is important for a healthy diet.	Children will learn about food groups: what they provide our bodies with, and what quantities of each we need in a balanced diet. They will then either design balanced meals or study food labelling.	<ul style="list-style-type: none"> <li>Can children name some of the different food groups?</li> <li>Do children know which types of foods are included in different food groups?</li> <li>Do children know why each different food group is important for a healthy lifestyle?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C/2D/2E</li> <li>Information Sheet</li> <li>Food Label Cards (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To find out how nutrients and water are transported in the human body.	Children will learn about the functions of the heart, lungs and circulatory system, then either draw and label diagrams, or perform a heart dissection to study its internal structure.	<ul style="list-style-type: none"> <li>Do children know that the circulatory system transports blood and nutrients to the different parts of the body?</li> <li>Can children describe how the circulatory system works?</li> <li>Can children record their own resting pulse rate accurately?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B</li> <li>Label Cards</li> <li>Heart Dissection Sheet (FSD? activity only)</li> <li>Equipment for dissection as listed on sheet (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To investigate what happens to the heart when we exercise and why.	Children will learn about what happens to the heart when we exercise, then conduct practical investigations where heart rate is measured.	<ul style="list-style-type: none"> <li>Can children describe the functions of the heart?</li> <li>Can children investigate how the heart is affected through exercise and draw conclusions?</li> <li>Do children know that hearts need to have exercise to stay healthy?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C/4D</li> <li>Clocks and/or stopwatches</li> </ul>
<b>Lesson 5</b>	To investigate how muscles move the skeleton and how muscle activity requires increased blood flow.	Children will learn about how muscles work, and how they work in groups to move the skeleton. They will then explore in greater depth how blood flow increases to different muscle groups during different types of exercise.	<ul style="list-style-type: none"> <li>Do children know that muscles work in pairs to move different parts of the skeleton?</li> <li>Do children know that when muscles exercise they need an increased flow of blood because the muscles are working harder?</li> <li>Can children explain why their pulse rate increases when they exercise?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B/5C</li> <li>Human Muscles Diagram</li> </ul>
<b>Lesson 6</b>	To investigate the effects of tobacco, alcohol and other drugs.	Children will learn about what drugs are, how some are helpful and some are harmful. They will also consider ways in which drugs have side effects. Following this, children may explain differences between drugs, or their effects, in their own words.	<ul style="list-style-type: none"> <li>Do children know that drugs affect the way the mind or body works?</li> <li>Do children know that some drugs are beneficial even though they may have unpleasant side-effects?</li> <li>Are children aware of some of the negative effects of tobacco and alcohol on the body?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 6A/6B/6C</li> <li>Information sources</li> <li>Challenge Cards (FSD? activity only)</li> </ul>
<b>Lesson 7</b>	To evaluate what we can do to keep our bodies healthy.	In the light of prior learning about the functions of the human body, children will gather their ideas about staying healthy, and present them in a variety of ways. They will also do an end of unit quiz.	<ul style="list-style-type: none"> <li>Can children describe the impact that diet has on the body?</li> <li>Can children describe why exercise is important for a healthy lifestyle?</li> <li>Can children describe the harmful effects some drugs can have on the body?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 7A/7B</li> <li>Profile Cards</li> <li>Challenge Card (FSD? activity only)</li> <li>Video cameras (FSD? activity only)</li> <li>End of Unit Quiz</li> </ul>