

Science- Year 5

Spring 2– Body Pump

In Science, I have learnt:

The names of the main body parts associated with digestion and how the digestive system works.

About the roles of the different teeth in breaking food down.

About the range of nutrients that humans need to eat and the role that these nutrients play in keeping our bodies healthy.

How some animals have skeletons and muscles for support, protection and movement.

To design my own fair test experiment: making predictions, recording results, drawing conclusions and evaluating.

balanced diet, nutrition, nutrients, carbohydrates, protein, roughage, fibre, skeleton, bones, protect, support, move, muscles, tendons, joints, ribs, heart, skull, brain, backbone, spine, vertebrate, invertebrate, mouth, oesophagus, stomach, small intestine, large intestine, rectum, anus, digestive system, digestion, balanced diet, absorb, teeth, canine, incisor, premolar, molar.

- I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- I can recognise the impact of diet, exercise, drugs and lifestyle on the way bodies function.
- I can describe the ways in which nutrients and water are transported within animals, including humans.
- I can explore questions to understand how the circulatory system enables the body to function.
- I can explore the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.

Working Scientifically

I can explain what happened in the jelly snake/ skittle experiment and why. I can relate this to the absorption of nutrients in the body.

I can design my own experiments to discover which exercise causes my heart rate to be the most raised.

- My prediction says what I think will happen and why. I have used a range of scientific vocabulary and drawn on my prior experiences.
- I select appropriate equipment to use considering accuracy and precision.
- I can identify if the experiment is a 'fair test' experiment. If so, I can identify what needs to be changed, stay the same and measured.
- I can record my results on a line graph
- I can draw a conclusion based on my results and say whether this supports my prediction.
- I can evaluate my experiment and suggest improvements.

I can decide how to gather evidence to answer scientific questions that I have generated myself.

Scientific enquiry type:

Carrying out a fair test

Finding things out using secondary sources of information

New Science words:

aorta, artery, atrium, blood, blood vessel, body temperature, capillaries, carbon dioxide, chamber, chest cavity, circulation, circulatory system, deoxygenated blood, heart, heart valves, hydration, lungs, muscular system, nutrients, nutrition, absorbed, oxygen, oxygenated blood, plasma, platelets, pump, red blood cell, skeletal system, transport, vein, vena cava, ventricle, vessel, waste, waste gases, white blood cells, beats per minute (bpm), benefits, breathing, heart rate, intensity, impact, lifestyle, long-term effect, RDA (recommended daily allowance), recovery rate, resting rate.

