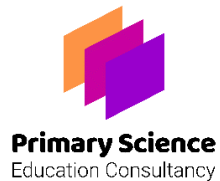





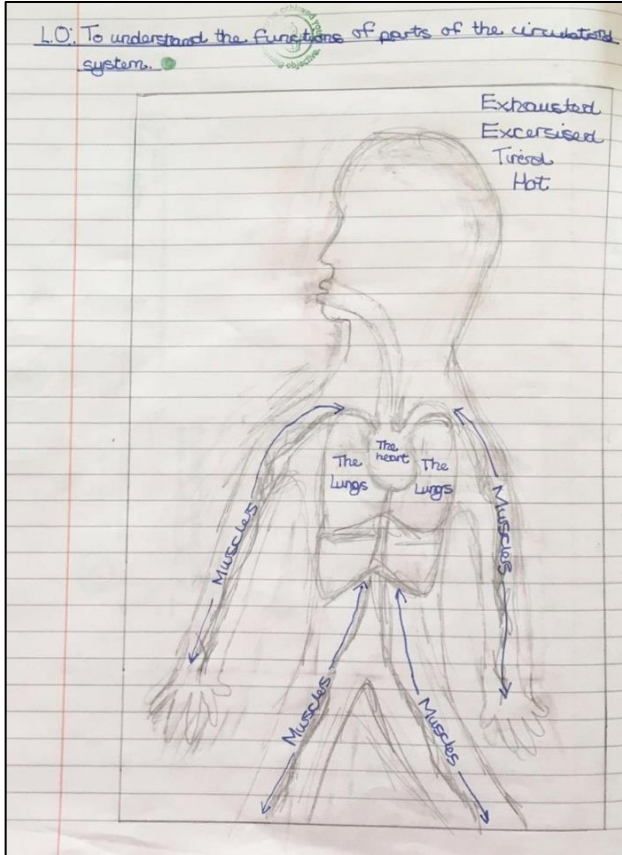
Examples of Work


Melissa

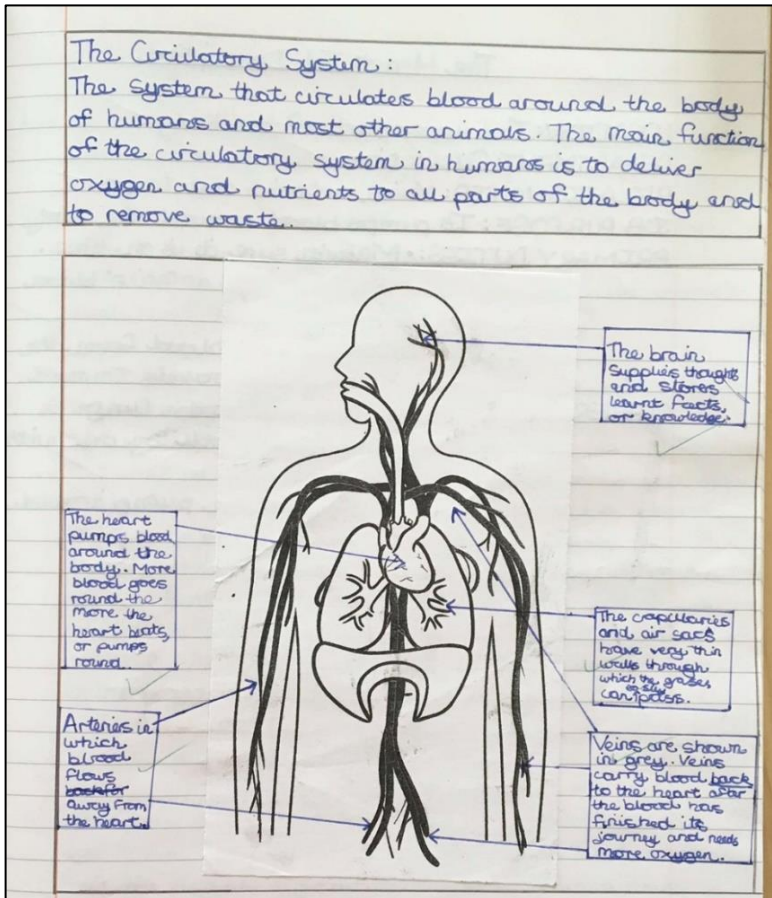
Animals, including humans - Year 6




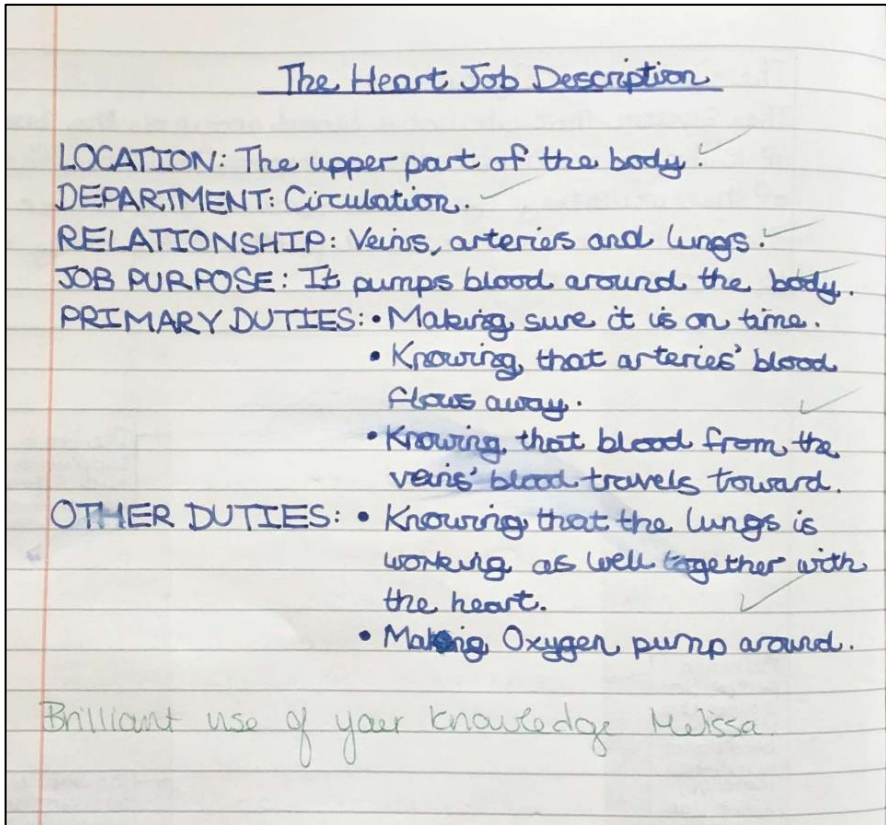
	Year	6	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. 			
	Description of activity			
	The class were asked to draw a picture of what they thought the inside of their body looked like. They then went outside to take some exercise and were asked to describe what they felt and what the outward effects of exercise were.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
		Melissa is showing awareness of the organs associated with the circulatory system – heart and lungs.
Teacher observations		Working scientifically

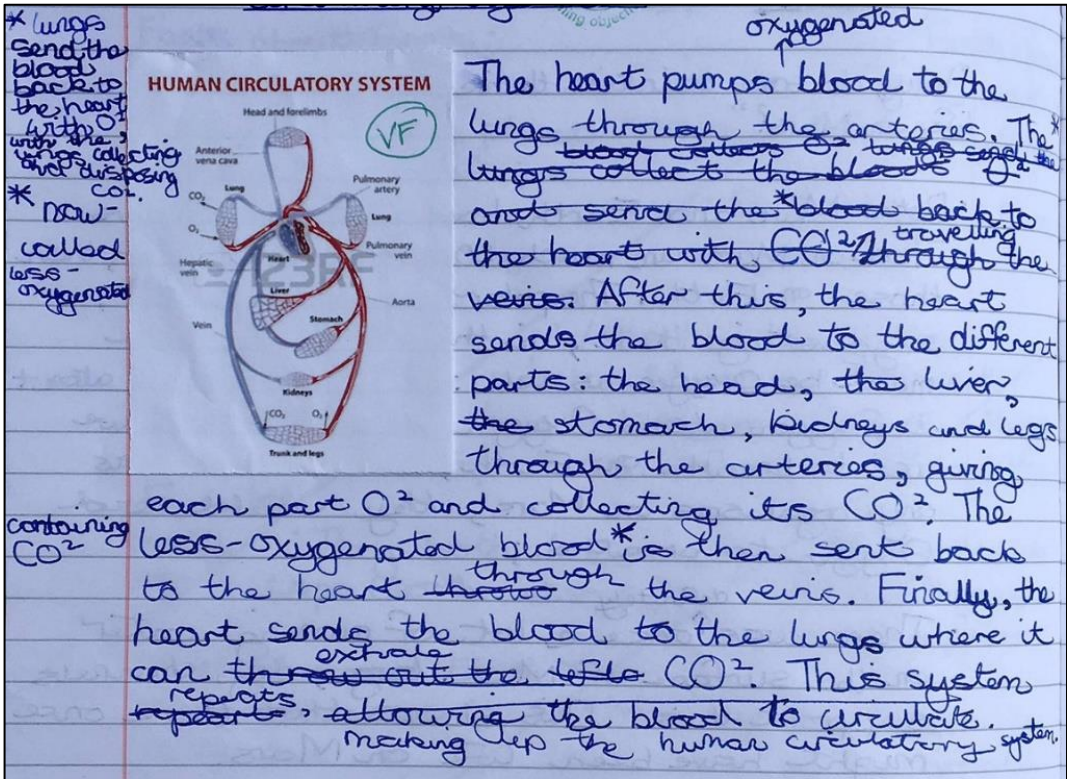
	Year	6	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. 			
	Description of activity			
	The pupils were given the opportunity to research the different parts of the circulatory system to create a more fully labelled diagram.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
	 <p>The Circulatory System: The system that circulates blood around the body of humans and most other animals. The main function of the circulatory system in humans is to deliver oxygen and nutrients to all parts of the body and to remove waste.</p> <p>The brain supplies thought and stores learnt facts or knowledge.</p> <p>The heart pumps blood around the body. More blood goes round the more the heart beats or pumps round.</p> <p>Arteries is which blood flows further away from the heart.</p> <p>The capillaries and air sacs have very thin walls through which oxygen enters capillaries.</p> <p>Veins are shown in grey. Veins carry blood back to the heart after the blood has finished its journey and needs more oxygen.</p>	<p>Melissa explains the purpose of the circulatory system and its basic parts, as well as linking the processes and their relationships to each other. Some of the researched information is beyond Key Stage 2 expectations (arteries, veins and capillaries). Melissa is not currently showing awareness of the double circulatory system.</p>
Teacher observations		Working scientifically

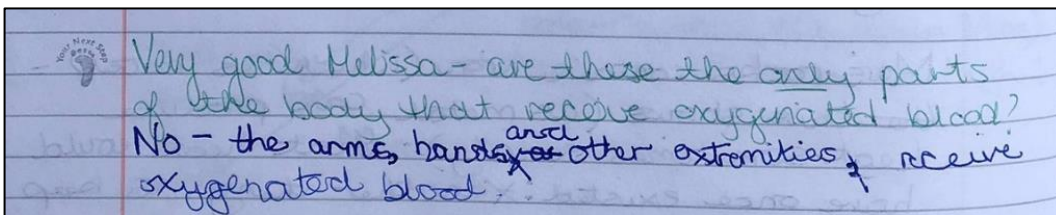
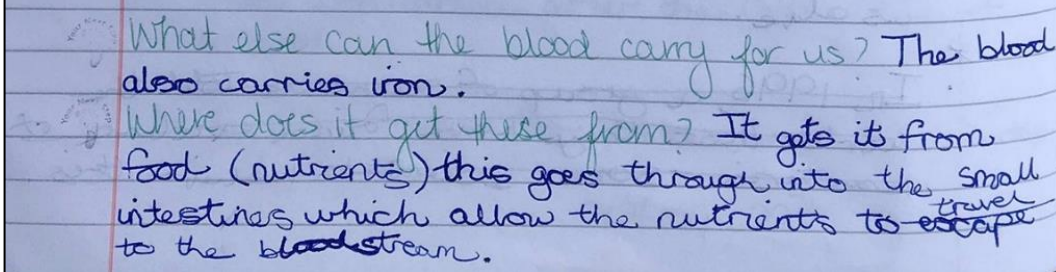
	Year	6	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Describe the ways in which nutrients and water are transported within animals, including humans. 			
	Description of activity			
	To link with literacy work, the pupils were asked to write a job description for the heart. They were asked to think about the formality of the language that they used as well as the technical vocabulary.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
		<p>Melissa knows the location of the heart in the body, its role in the circulatory system and how it links to other parts of the circulatory system. She is not yet secure on the blood transporting nutrients and water around the body.</p>
Teacher observations		Working scientifically

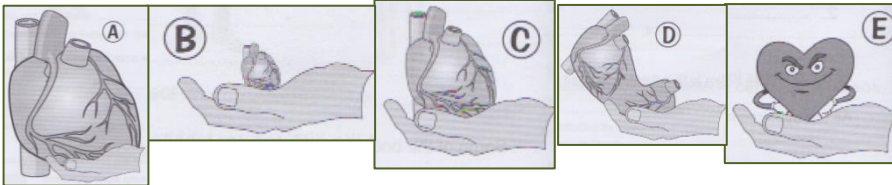
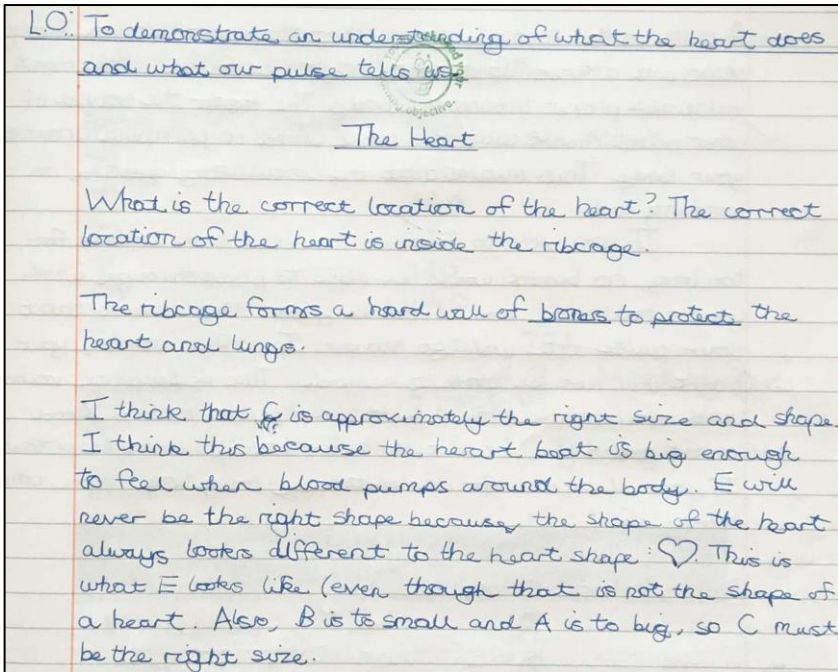
	Year	6	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Describe the ways in which nutrients and water are transported within animals, including humans. 			
	Description of activity			
	<p>After a workshop 'Glorious Blood', run by the Science Museum, the class took on the role of a part of the circulatory system (as well as other various parts of the body) and acted out how the heart, blood and vessels help to keep us alive. To link with literacy work, the pupils were then asked to write a description of how the circulatory system works in humans.</p>			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
		
Teacher observations		Working scientifically
<p>Melissa revisited parts of her writing after further discussion with her group and final role play – recalling why the blood is pumped to the lungs.</p>		

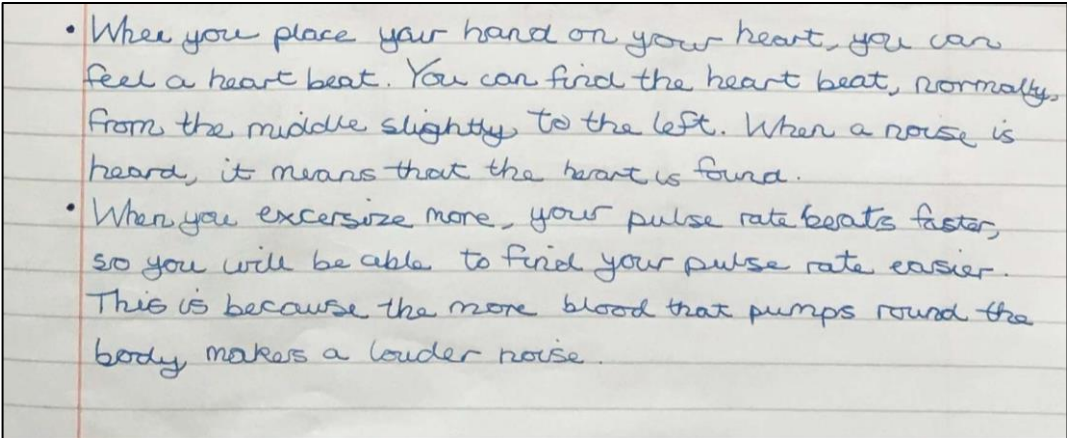
	Year	6	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Describe the ways in which nutrients and water are transported within animals, including humans. 			
	Description of activity			
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EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
		Melissa now shows a secure understanding of the function of the circulatory system.
Teacher observations		Working scientifically
Melissa recognises that the blood also collects nutrients from the digestive system. She does not include the transport of water in the blood, but did demonstrate this during the role play.		

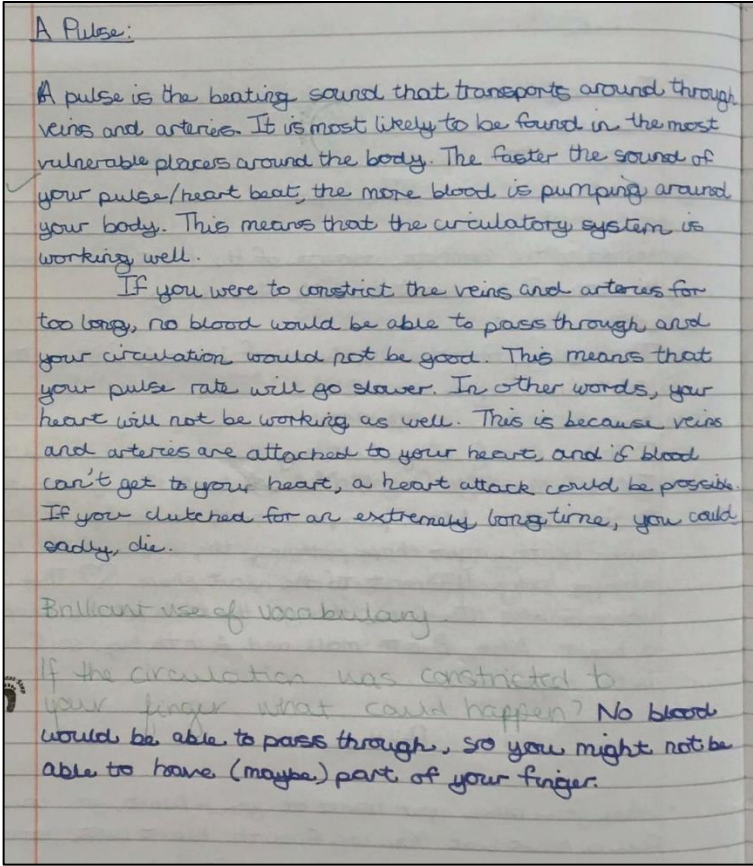
	Year	6	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. 			
	Description of activity			
	In groups, the pupils were asked to decide which of the hearts shown was approximately the right size and shape. They were then asked to explain their reasoning.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
	 	<p>Melissa demonstrates further understanding of how you can recognise the position of the heart in the body and the accurate size of the organ. She has demonstrated an effective use of vocabulary.</p>
Teacher observations		Working scientifically

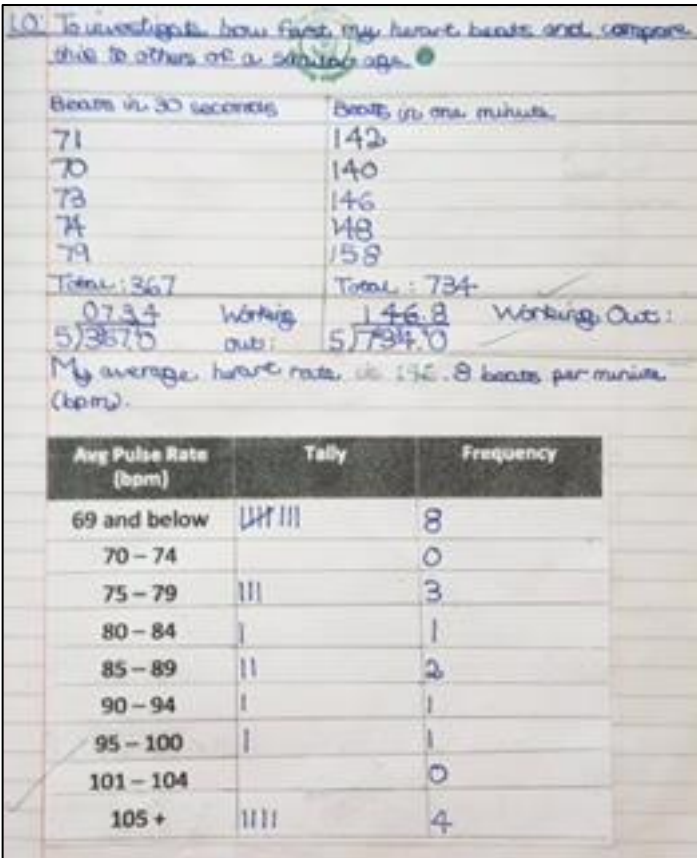
	Year	6	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. 			
	Description of activity			
	The pupils were asked to place their fists where they thought their hearts were located in their bodies. They were also given stethoscopes to listen to their heartbeat.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
		Melissa shows an awareness of the link between exercise and an increase in pulse rate.
Teacher observations		Working scientifically

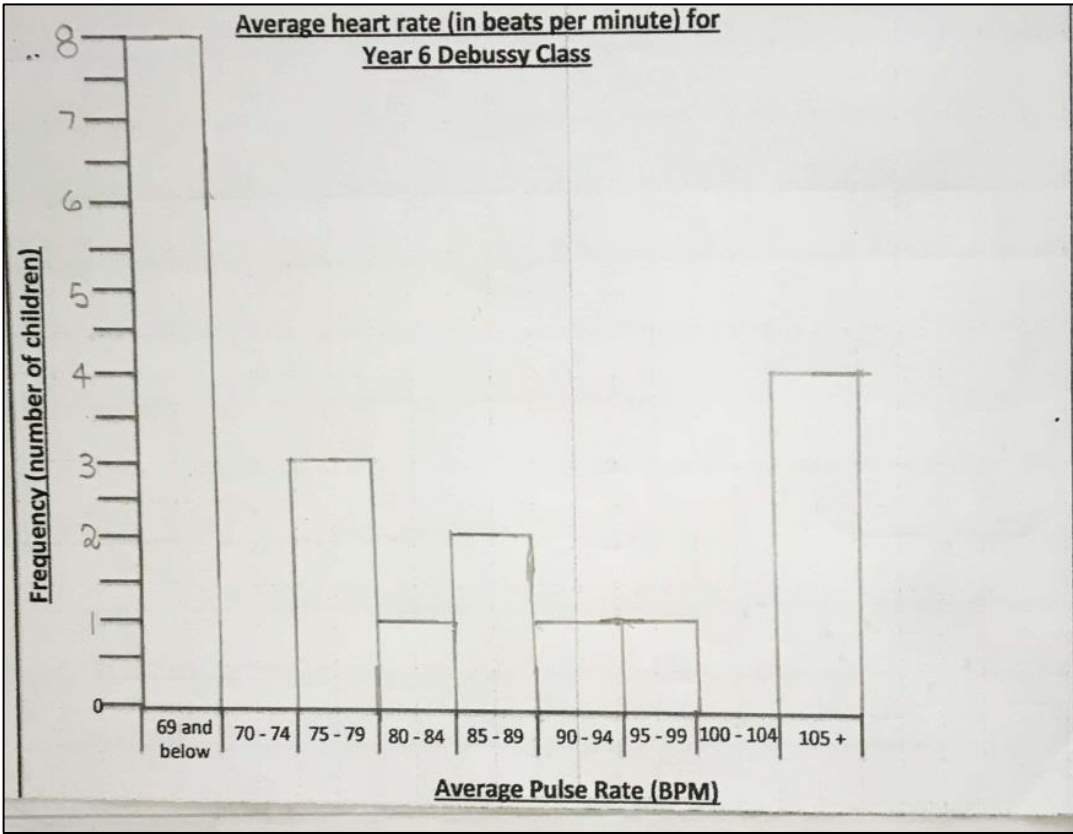
	Year	6	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. 			
	Description of activity			
	The pupils were asked to write a definition for a pulse. The class then discussed how we can feel our heartbeat in various parts of our body and what this means.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>"As the blood is transported through the veins and arteries, the sound we hear is the pulse.</p> <p>"The faster the sound of the pulse, the higher the pulse rate."</p>		
Teacher observations		Working scientifically
Aspects of the first paragraph are not clear in the writing but the verbal response shows a clear understanding.		

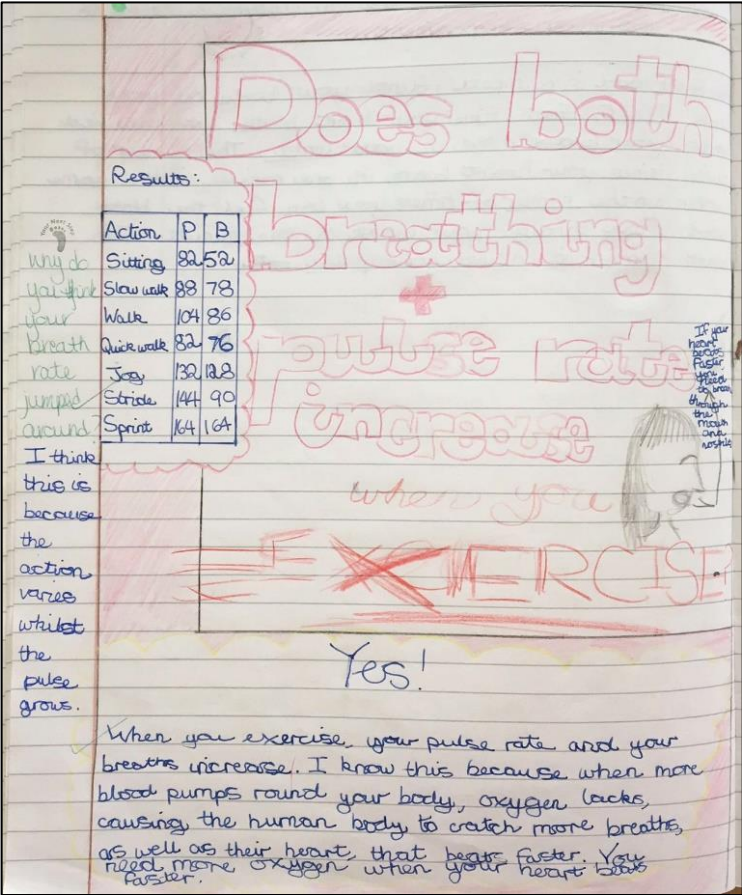
	Year	6	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. 			
	Description of activity			
	<p>The pupils recorded how many times they felt their hearts beat in 30 seconds, and then used this to work out the beats per minute. They then collated the results from the whole class.</p>			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
	 <p>The student's work includes a table of heart rates for 30 seconds and one minute, calculations for the average heart rate (146.8 bpm), and a frequency table for the class data.</p>	
Teacher observations		Working scientifically
		<p>Melissa accurately gathers and records data in a style of her own choosing.</p>

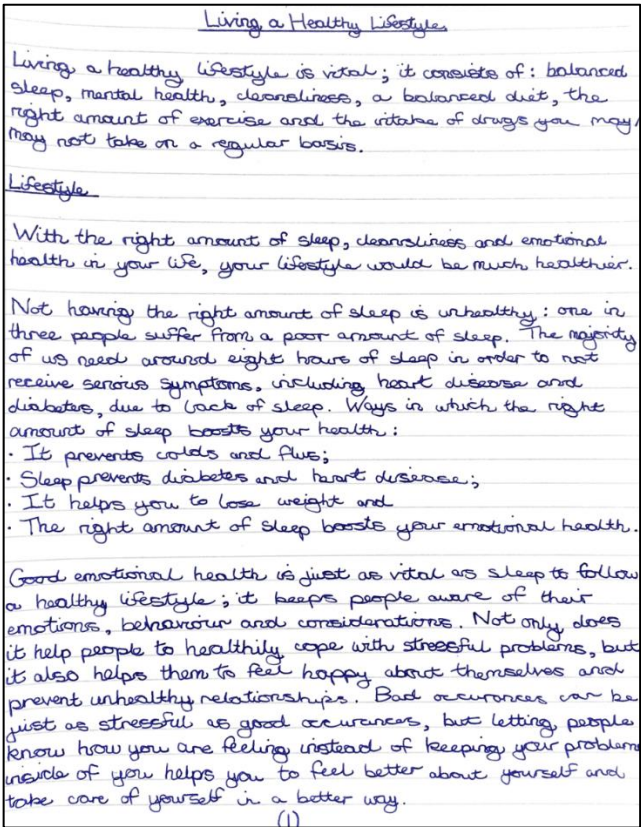
	Year	6	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
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	Description of activity			
	The pupils were then asked to decide how to present the data for the whole class.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations		
		<p>Working scientifically</p> <p>Melissa correctly chooses to use a bar chart and an appropriate scale for the y axis.</p>

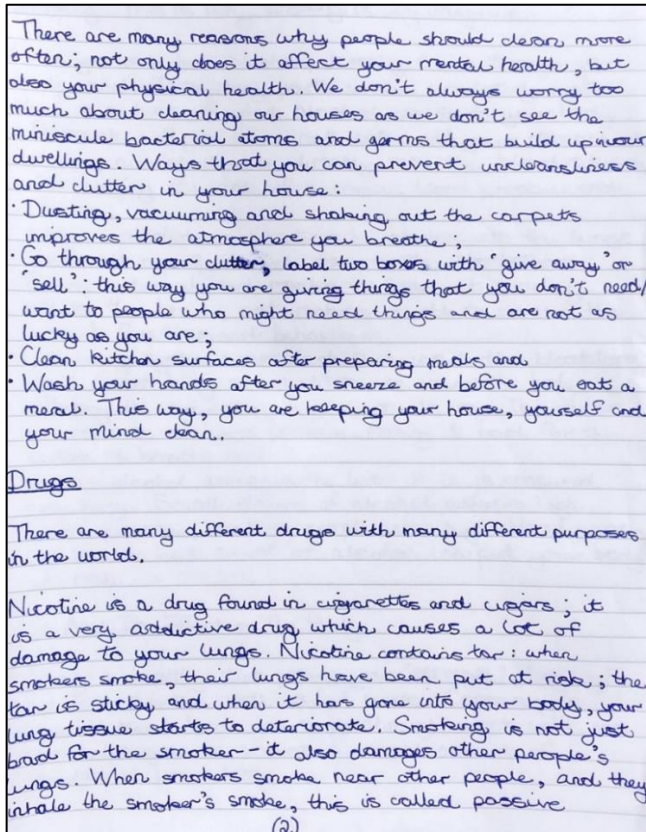
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	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. 			
	Description of activity			
	The class were asked to complete a pattern-seeking activity exploring the link between physical activity and pulse rate.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
		<p>Melissa further explains the correlations she found between activity, breathing and pulse rates.</p>
Teacher observations		Working scientifically
<p>Melissa was also interested in the relationship between physical activity and breathing rate (though this is a different system in the body), so she included this.</p> <p>The links to breathing are beyond Key Stage 2.</p>		<p>Melissa chooses to include a table to document gathered information that supports her understanding.</p>

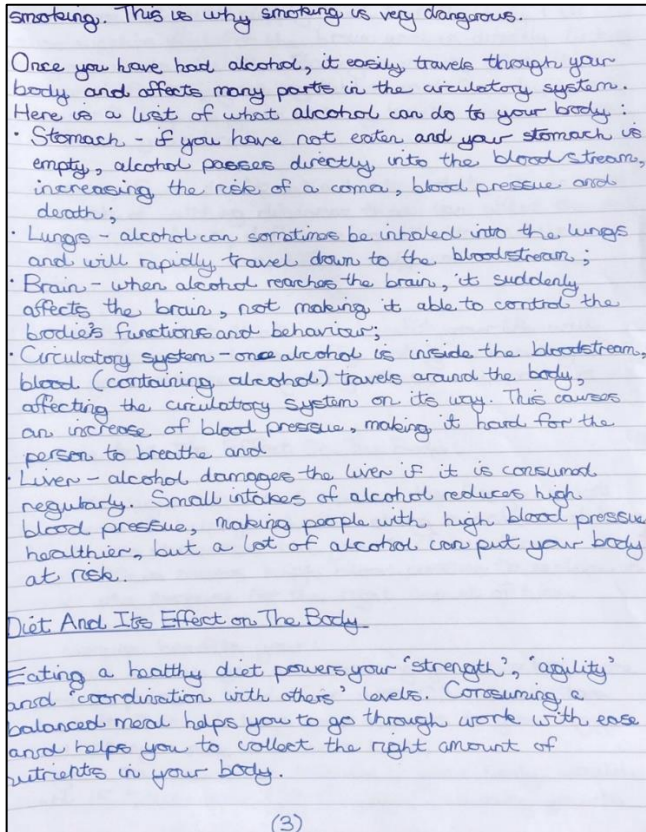
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	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. 			
	Description of activity			
	<p>The pupils were tasked with writing a non-chronological report for literacy. The class discussed healthy living and its effect on their bodies linked with PSHE. Each day, the pupils researched a different area of healthy living and wrote one section of their report. The majority of this linked to this topic.</p>			


EVIDENCE OF LEARNING			ASSESSMENT
Oral evidence	Examples of work		Knowledge
Teacher observations			Working scientifically

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EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
		
Teacher observations		Working scientifically

	Year	6	Topic	Animals, including humans
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Oral evidence	Examples of work	Knowledge
		
Teacher observations		Working scientifically

	Year	6	Topic	Animals, including humans
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EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
	<p>Food does not just supply fuel for the body : it also supplies fuel for the brain and is directly linked to your mental health. Eating a variety of multi-coloured fruits, green vegetables and fish high in omega-3 highers your memory levels and learning levels in your brain.</p> <p>However, if you don't eat a healthy diet, it increases the risk of catching diseases that can affect the rest of your life. Also, deficiencies of vitamins like A, C and D can occur if we only eat unhealthy foods.</p> <p>Not eating a diet that will benefit your life will cause stress and pain. By eating a healthy diet, your chance of getting stress and pain is limited.</p> <p><u>Exercise And Its Effect On The Body</u></p> <p>Doing the right amount of exercise benefits you; not only does it help you build strong muscles and bones but it also stimulates the growth of new blood vessels. This causes high blood pressure to reduce in people who exercise for the right amount of time.</p> <p>how exercise benefits you:</p> <p>Muscles - when you are exercising your muscles, more blood is pumped to deliver more O₂; small tears start to form, helping your muscles to grow bigger and stronger once the tears heal;</p> <p>Lungs - once you have exercised, your body would need 15 times more O₂ (Oxygen), causing you to</p> <p>(4)</p>	
Teacher observations		Working scientifically

	Year	6	Topic	Animals, including humans
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EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
	<p>breathe heavier and faster;</p> <ul style="list-style-type: none"> Heart - your heart rate increases when you exercise circulating more O₂ at a quicker speed and Brain - exercising really benefits your brain - your brain cells will work at a higher level, making you feel more awake and focused after exercising. <p><u>Conclusion</u></p> <p>With the right balance of exercise, diet, intake of drugs for the right purposes, sleep, mental health and cleanliness in your life, you will be living a healthy lifestyle. Once again, 'a healthy outside starts from the inside' is comprehensible why it is used by many people; 'he who has health, has hope, and he who has hope has everything.'</p>	<p>This extended piece of writing shows that Melissa has a good understanding of the impact of diet, exercise, drugs and lifestyle on the way the body functions.</p>
Teacher observations		Working scientifically



Overall summary

Secure

Melissa's understanding of the circulatory system progresses throughout the topic. She correctly uses the names of the main parts of the circulatory system consistently and describes the function of each part. She understands that the blood carries useful substances to parts of the body where they are needed – oxygen and nutrients particularly. She is aware that the blood also transports water. She was able to demonstrate the double circulatory system during the role play activity and subsequently in her writing.

Her final report shows a secure understanding of the impact of diet, exercise, drugs and lifestyle on the way the body functions.