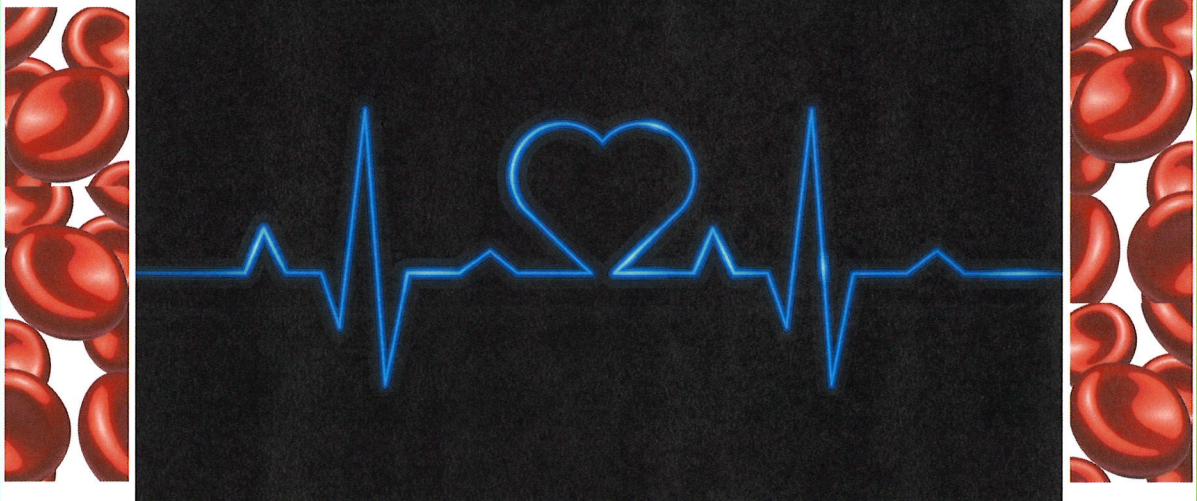




Year 6 Term 5 - Blood Heart



How does my heart work? What do people give blood?

Blood Heart Overview

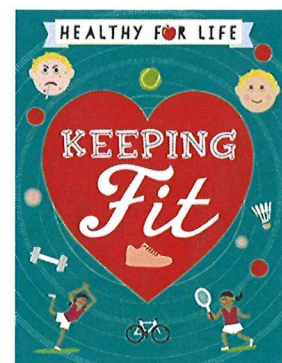
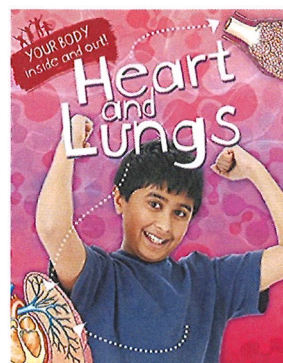
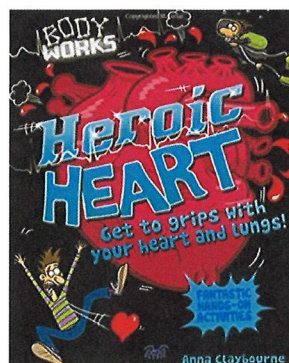
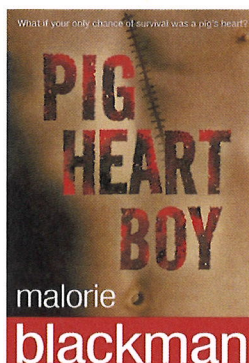
Crimson, scarlet, burgundy, cherry. Blood flows through our bodies in all its vibrant shades of red. Let's explore our circulation system. Now, young doctors, don't be squeamish as we look at models/images of the heart and examine the roles of veins, arteries and chambers. They all work in unison to move blood around our bodies.

William Harvey was fascinated with anatomy, and made groundbreaking discoveries about valves. What might we discover?

Find out how to keep your heart happy with cardiovascular exercise and a healthy diet. Find out about the damage caused to the lungs and heart by poor diet, smoking etc.

What will make your heart race?

Some Recommended Reads/Books



Together we **ASPIRE**, **BELIEVE**, **EXPLORE**, **ACHIEVE**.

What are we learning this term?

English	<p>Our next class text will be 'Pig Heart Boy' by Malorie Blackman, where our main focus will be to write/present a balanced argument based upon events in the story.</p> <p>There will also be some time set aside for SATs preparations (reading comprehensions and SPaG).</p>
Maths	<p>Once we have ensured curriculum coverage (yes, algebra is on the way!), we'll spend time revising areas of learning ready for SATs.</p> <p>Following that, we shall revisit certain topic areas e.g. drawing pie charts, missing co-ordinates, ratio etc. to further deepen and extend knowledge and understanding.</p> <p>Arithmetic work will be ongoing, with an emphasis on selecting and using the most efficient strategies e.g. formal written methods, number lines, BIDMAS (order of operations), rounding and adjusting etc.</p>
Science	<p>Finding out about how the heart works: the difference between venous blood and arterial blood, the names of the heart's four chambers, the role played by alveoli in the lungs, the importance of exercise and a healthy lifestyle ... and why we need a gaseous exchange!</p> <p>We will learn how to measure heart rate at rest and after exercise.</p>

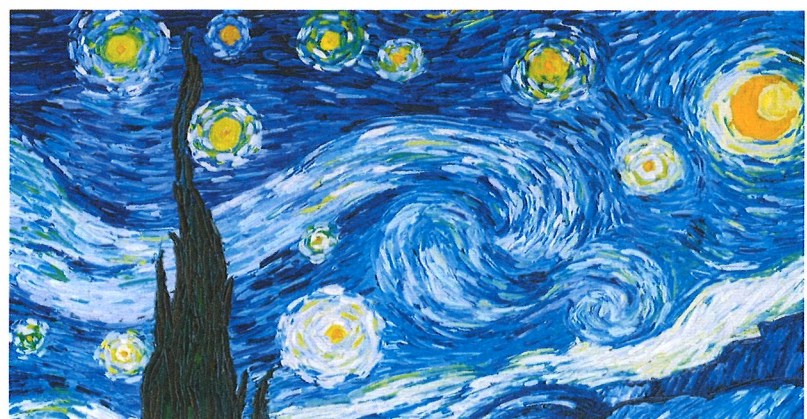
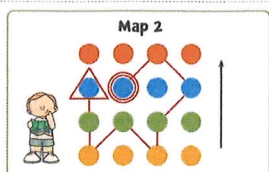
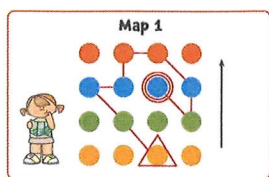
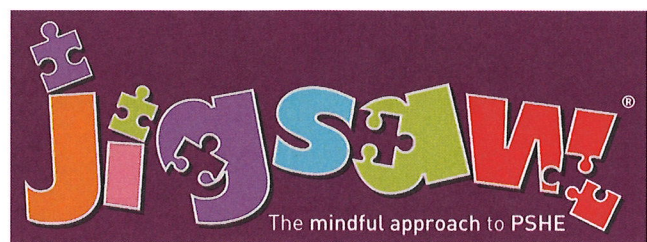
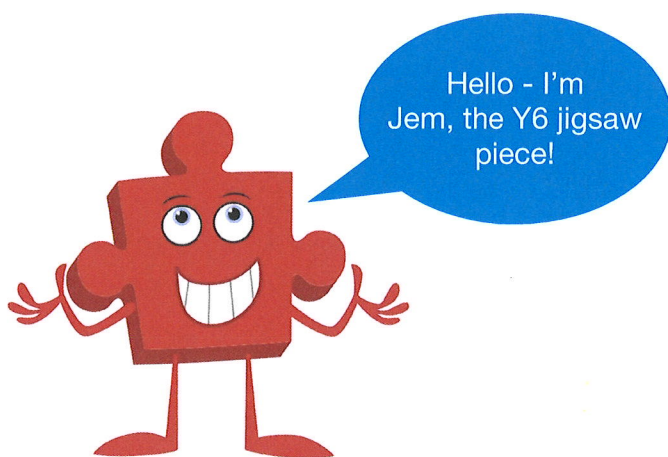
Key Topic Vocabulary

antibody, alveoli, aorta, artery/arteries, bacteria, balanced diet, blood, blood donation, blood group, blood transfusion, blood vessel, carbohydrates ('carbs'), carbon dioxide (CO₂), chamber, chemical, chest cavity, cigarette, circulation, circulatory system, deoxygenated, diet, disease, exercise, fats, gaseous exchange, haemoglobin, heart, heart disease, hormone, immunity, left atrium, left ventricle, lungs, muscle, nutrient, organ, oxygen, oxygenated, plasma, platelet, protein, pulmonary artery, pulmonary vein, pulse, red blood cell, rhesus negative, rhesus positive, right atrium, right ventricle, smoking, tissue, vein, vena cava, white blood cell

Related items

- * [What's inside a heart? Heart dissection - At Bristol Science Centre on YouTube](#)
- * [The Heart and How it Works - BBC Bitesize](#)
- * [Know your heart - British Heart Foundation](#)
- * [Living things: circulation - BBC Bitesize](#)
- * [Your Cardiovascular System - Discovery Kids](#)
- * [Stethoscope Project - Science Kids](#)
- * [All about blood - Kidzworld](#)
- * [Lungs and keeping them healthy - BBC](#)
- * [The eat well plate - NHS Choices](#)

Art	Our Art Day activities will include: <ul style="list-style-type: none"> exploring the life and works of Vincent Van Gogh using watercolours to create a contrasting image to 'Starry Night'
Religious Education	Can we know what God is like? We shall explore different views of God (Christian/Islamic) and how some people believe they know God/know about God, and why some do not believe at all. RE Assembly theme: Courage
Music	We will continue our activities around the song "Ain't Gonna Let Nobody"; we'll begin learning songs for our new production, 'Gigglebox'.
PE	(Weather permitting) PE will be outside as much as possible: we will be developing basketball skills on Mondays and orienteering on Fridays.
PSHE British Values theme: Tolerance	Relationships Our Jigsaw sessions this term will teach us about managing our mental well-being; recognising when and how people experience loss and grief; how to be assertive in situations where others are trying to gain power or control; making judgements about on-line safety & resisting pressure, and using technology to communicate positively and safely.



Key Stage Two SATs

What are the SATs (Standard Assessment Tests)?

At the end of Year 6, children in England sit national tests in reading, maths and spelling, punctuation & grammar (SPaG). These tests are set and marked externally. Each student's results will be reported to you in conjunction with their school-based teacher assessments in reading, writing and maths.

This year, SATs will be undertaken in the week beginning *Monday 11th May*.

SPaG (Monday 11th)

Paper 1 is a 45 minute punctuation and grammar test (identical in format to the recent homework students have been completing).

Paper 2 is a 20 word spelling test (testing Y3/4 and Y5/6 statutory word lists as well as letter patterns learnt throughout KS2 e.g. plurals, -ible -able, silent letters etc.).

Reading (Tuesday 12th)

The test consists of a range of questions based on passages from three separate texts e.g. narrative, non-fiction, poetry. Students have one hour, including reading time, to answer the questions and demonstrate their comprehension.

Maths (Wednesday 13th & Thursday 14th)

Paper 1 is a 30 minute arithmetic test. (Wednesday)

Paper 2 is a 40 minute reasoning and problem solving test. (Wednesday)

Paper 3 is a 40 minute reasoning and problem solving test. (Thursday)

How are the SATs marked?

Raw marks (the actual number of marks achieved) are converted into something called a scaled score for each subject (which will be out of 120). There are two levels children are given depending on the score they receive:

- Not achieved expected standard (NS) for scaled scores below 100
- Expected standard (AS) for scaled scores of 100+.