



# Me, Myself and I – Term 5

Southville Primary School

Year 6

Local Anchor Point	Visit/ Visitor	Key Person	Key Outcome
Bristol Heart Institute	Linked to 'Lifeskills' visit	William Harvey	Educational leaflet explaining puberty to younger children.
<b>Diversity, Equity and Inclusion</b>		<b>Linked Learning</b>	
The unit incorporates how all humans are the same internally no matter race or geography. We also talk about how skin colour is a genetic protection and is solely dependent on ancestry.		Animals (including humans) SRE - built on from KS1 onwards.	
<b>Driver 1: Science</b>		<b>Driver 2: SRE (Science and PSHE)</b>	
<i>What are the different bodily systems and how do they work together?</i>		<i>How and why do our bodies change as we mature?</i>	
<b>Driver 1 Objectives</b>		<b>Driver 2 Objectives</b>	
<b>Animals, including humans</b> <ul style="list-style-type: none"> <li>identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood (including the pulse and clotting).</li> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> <li>describe the ways in which nutrients and water are transported within animals, including humans</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs bar and line graphs</li> <li>using test results to make predictions to set up further comparative and fair tests.</li> </ul>		<b>Science / PSHE</b> <ul style="list-style-type: none"> <li>I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally</li> <li>I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend</li> <li>I am aware of the importance of a positive self-esteem and what I can do to develop it</li> <li>I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.</li> <li>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born</li> <li>I know how to develop my own self esteem</li> <li>I can express how I feel about the changes that will happen to me during puberty</li> <li>I understand that respect for one another is essential in a relationship, and that I should not feel pressured into doing something I don't want to</li> <li>I can express how I feel about my self-image and know how to challenge negative 'body-talk'</li> <li>I know how to prepare myself emotionally for the changes next year.</li> <li>I can recognise how I feel when I reflect on the development and birth of a baby</li> </ul>	

<p><b>Driver 1 Disciplinary Knowledge and Skills</b></p> <p>This is knowing how to carry out practical procedures using different equipment and to collect, use, interpret, understand and evaluate the evidence from scientific processes:</p> <ul style="list-style-type: none"> <li>● <b>Planning:</b> Asking questions, fair testing, setting up simple tests</li> <li>● <b>Doing:</b> Using different equipment safely, making systematic and careful observations</li> <li>● <b>Recording:</b> Obtaining evidence, classifying and identifying, recording findings in a variety of ways (e.g. drawings, labelled diagrams, keys, bar charts, graphs and tables)</li> <li>● <b>Concluding:</b> Suggesting answers, reporting, presenting (in oral and written forms)</li> <li>● <b>Evaluating:</b> Seeking patterns, making predictions for the future</li> </ul>	<p><b>Driver 2 Disciplinary Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>● <b>Relationships and Safety:</b> Understanding and managing healthy relationships, personal safety, and respectful behavior.</li> <li>● <b>Emotional Well-being:</b> Developing emotional resilience and understanding how to manage emotions effectively.</li> <li>● <b>Health and Well-being:</b> Recognizing the importance of physical health, exercise, and making informed choices about food and lifestyle.</li> </ul>
<p><b>Driver 1 Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>● <b>Tier 2:</b> changes, exercise, lifestyle, diet, nutrients, water, health, energy, function, process, organs, support, protection, interaction, balance, teamwork</li> <li>● <b>Tier 3:</b> circulatory system, heart, blood, blood vessels, pumps, oxygen, carbon dioxide, veins, capillaries, oxygenated, de-oxygenated, pulse, ventricle, atrium, arteries, aorta, respiratory system, lungs, respiration, digestive system, oesophagus, stomach, large intestine, small intestine, drugs, nervous system, brain, spinal cord, immune system, lymph nodes</li> </ul>	<p><b>Driver 2 Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>● <b>Science:</b> changes, puberty and words associated with, penis, vagina, cervix, uterus (womb), fallopian tubes, ovary semen, sperm, pregnancy, embryo, foetus, placenta, umbilical cord, labour contractions, cervix, midwife</li> <li>● <b>PSHE:</b> self-image, self-esteem, real self, celebrity, positive relationships, opportunities, freedoms, responsibilities, independence</li> </ul>
<p><b>Driver 1 Sequence</b></p> <ol style="list-style-type: none"> <li>1. <b>WALT:</b> explain the functions of different parts of the circulatory system.</li> <li>2. <b>WALT:</b> recognise the connection between the respiratory and the circulatory systems.</li> <li>3. <b>WALT:</b> describe the functions of blood.</li> <li>4. <b>WALT:</b> measure our recovery rate following exercise.</li> <li>5. <b>WALT:</b> Write a formal scientific method.</li> <li>6. <b>WALT:</b> represent experimental data on a bar chart</li> <li>7. <b>WALT:</b> write a discussion to explain the results obtained in a scientific experiment.</li> <li>8. <b>WALT:</b> describe how nutrients and water are transported in the digestive system.</li> </ol>	<p><b>Driver 2 Sequence</b></p> <ol style="list-style-type: none"> <li>1. <b>WALT:</b> recognise the different types of relationships and what makes them work.</li> <li>2. <b>WALT:</b> recognise the physical and emotional changes that take place during puberty.</li> <li>3. <b>WALT:</b> understand how important personal hygiene is and how to achieve it.</li> <li>4. <b>WALT:</b> describe the role of the menstrual cycle).</li> <li>5. <b>WALT:</b> understand the process of fertilisation).</li> <li>6. <b>WALT:</b> recognise how a foetus develops.</li> <li>7. <b>WALT:</b> understand what sanitary products are available to use during menstruation.</li> </ol>