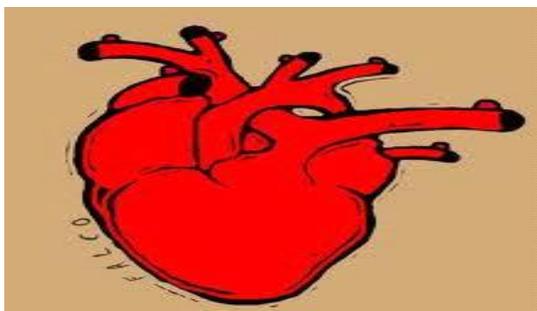




# Have a Heart

6 Weeks



## Rationale

The human body is amazing! Every day your heart pumps, your lungs take in oxygen and your muscles keep you moving. But how does it all work? And what would happen if it didn't work? The children will take part in a range of heart related activities to captivate their interest into finding out how their heart works. Throughout this project, we will be immersing the children in Science and building upon their knowledge from Year 5. The children will identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. In addition to this, they will recognise the importance of diet, exercise and lifestyle has on the way their body functions. Throughout this project, we will be immersing the children in Geography and we will be investigating how our world will look in the future. They will be investigating the local area, public service and industries. Within this project, the children will be showing the British value of democracy when considering viewpoints in the class text, Pig Heart Boy.

## Hook

A round of heart related collaborative activities- tennis ball squeeze, transporting 4 lt of liquid, make a scab, pig hearts

## Outcome

Children to create an exercise routine for Year 3 to promote the importance of keeping fit and exercise.

## English

## Link text;Pig heart boy

Linked texts and extracts are used as 'What a good one looks like' to teach from and are used to enable children in the writing process, using Talk for Writing, to successfully achieve the main writing outcomes for the project.

## Main writing outcomes

### Narrative;

Write diaries from a character's viewpoint to show understanding of their thoughts, emotions and decisions.

### Non- narrative-information;

Information texts about the heart. Write leaflets for information stand to encourage a healthy life style. Newspaper reports - announcement of the pig heart transplant

Hold a debate to discuss issues raised in the story. Discussion text on heart transplants (balanced argument)

## Writing skills to cover

Information text and discussion texts

- use paragraphs to organise ideas.
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).
- Control over levels of formality particularly through manipulating grammar and vocabulary to achieve this.

First person writing from the main character:

- use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
- Control over levels of formality particularly through manipulating grammar and vocabulary to achieve this.

### Punctuation and Grammar

- Synonyms and antonyms.
- Colons and semi-colons in a list
- Parenthesis - using brackets, dashes and commas
- Apostrophes for possession
- Punctuating subordinate clauses.
- Passive voice.

**Weekly free writes;** are used to develop individual targets, re-visit previous learning and offer a range of opportunities and genres to apply previously taught skills.

### Science

- To identify the major organs and their functions and label diagrams of the heart to understand its functions (NC - identify and name the main parts of the human circulatory system)
- Understand the link between the heart and the lungs by becoming a becoming a class circulatory system.(NC - describe the functions of the heart, blood vessels and blood)
- Investigate the effect of exercise on pulse rate and recovery time to apply their understanding to real life. (NC -recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.)
- Understand how our lifestyle choices and illness can affect our heart through the research and case studies. (NC -recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.)
- Describe the way in which nutrients and water are transported within the body. (NC - describe the ways in which nutrients and water are transported within animals, including humans.)

### Geography

- Describe different types of local industry and explain how local industry has changed over time (NC - describe and give reasons for local land use and suggest how this might change in the future)
- List and locate local public services. (NC - - describe and understand key aspects of: - physical geography - human geography)
- Understand how developments can be sustainable and begin to generate sustainable development ideas that meet the needs of the community. (NC - describe and give reasons for local land use and suggest how this might change in the future)
- To plan and carry out fieldwork (NC - learn geographical skills and fieldwork: use maps and symbols to build their knowledge of the UK).

### Discrete subject: DT

- Use research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

#### MAKE

- Select from and use a wider range of tools and equipment to perform practical tasks
- Select textiles and materials that are most suited to the product
- Use a range of finishing techniques to ensure the product is aesthetically pleasing
- Use a range of stitching techniques
- Combine art techniques to increase the products appeal.

**Visits and visitors-**

Mr Winthorpe to discuss the heart with the year group.

**Cultural capital;****Maths**

Make appropriate graphs and charts from data collected from the experiments.

**PE**

Measure pulse rate and recovery time during circuits over time to increase fitness.

**Home Learning-**

Create a plan for a sports event for another Year group in the school which focuses on raising the heart rate of the children. You can complete this on your own, in pairs or as a three.