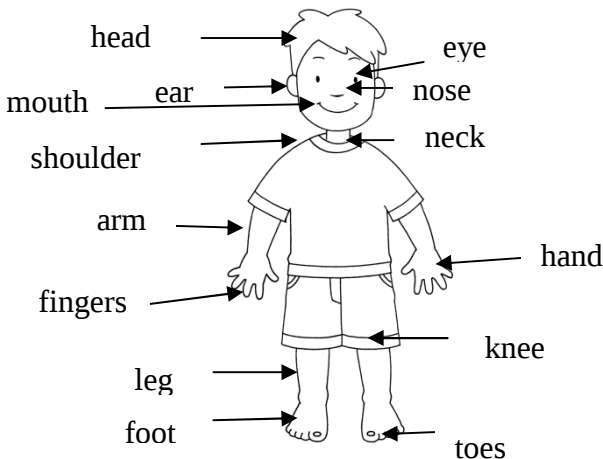
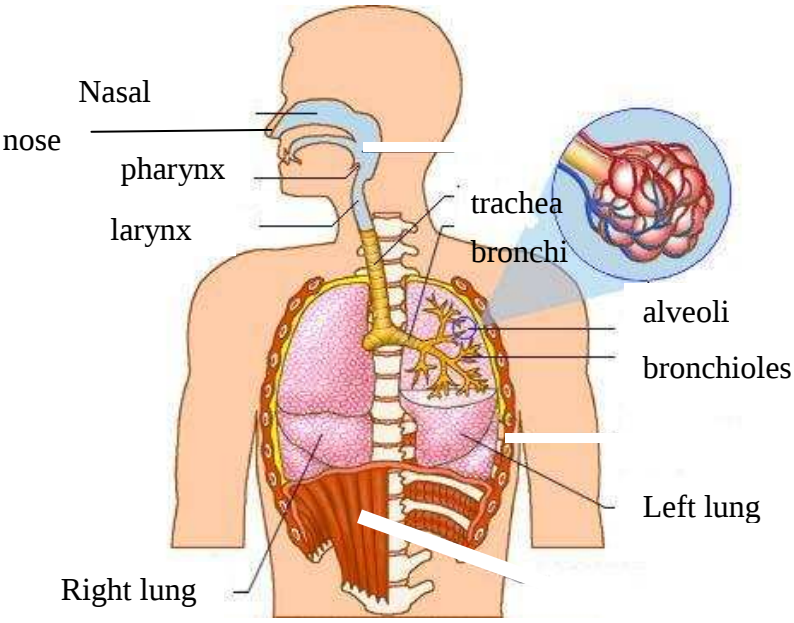


# **LET'S EXPLORE OUR BODY SYSTEMS**

Esther Vilar Garcés

Octubre-Deseembre 2008

| Teaching notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Respiratory system |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Lesson 1: Parts of the body                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Session 1          |
| <p><b>Introduction</b></p> <p>Explain your pupils what you are going to work through the unit.<br/>Then start with lesson 1.</p> <p><b>Activity 1:</b></p> <p>Sing <i>Head, shoulders, knees and toes</i> song (See support teaching resources).<br/>Pupils point to the different parts of the body they are singing.</p> <p><b>Activity 2:</b></p> <p>Give pupils the worksheets and they have to write the different external parts of the boy's body.</p>                                                                                                                                                                                                                                                                                              |                    |
| <p><b>Activity 3:</b></p> <p>Play the parts of the body loop game ( See support teaching resources). The teacher starts saying a definition and the pupil who has the word related to that body part has to say it and carry on with the definition he/she has. After that, the pupil who has the word related to that definition says it and reads the definition he/she has got. The loop game will finish when the teacher will say his/her word.</p> <p><b>Activity 4:</b></p> <p>Go to the website <a href="http://www.britishcouncil.org/kids">www.britishcouncil.org/kids</a> and pupils play the game of parts of the body. They have to read the definition given and write the word related to the definition. If they don't know how to write it, they can press the help button and the letters of that word become lighter.</p> |                    |

| Teaching notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Respiratory system |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Lesson 1: Respiratory system                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Session 2          |
| <p><b>Introduction</b></p> <p>Start the lesson with the power point presentation of the respiratory system (See support teaching resources).</p> <p><b>Activity 1:</b></p> <p>(Odd one out) Pupils look at the different words and say which one doesn't match with the others and say why.</p> <p><b>Activity 2:</b></p> <p>(Concept map) Pupils look at the concept map and understand it. After that, they have to write a short explanation about it. Ask for volunteers to read their explanations to the rest of the class.</p> <p><b>Activity 3:</b></p> <p>Pupils have to write the internal parts of the respiratory system on the picture.</p>  |                    |
| <p><b>Activity 4:</b></p> <p>Pupils have to read the sentences and decide if they are true or false. Then ask them why they think they are true or false.</p> <p>1.T, 2. F, 3. T, 4. T, 5. F, 6. F</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                    |

| Teaching notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Respiratory system |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Lesson 1: Respiratory system                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Session 2          |
| <p><b>Activity 5:</b></p> <p>Ask pupils to read the sentences and put them in order. When they will have all the sentences in order, ask one to read them in order to listen to the respiratory system process.</p> <p><b>Answers:</b></p> <p>When we exhale, the air goes out of the lungs. <span style="border: 1px solid black; padding: 0 5px;">7</span></p> <p>After the pharynx, the air goes through the larynx. <span style="border: 1px solid black; padding: 0 5px;">3</span></p> <p>The air goes into the bronchi. It takes the air into the lungs. <span style="border: 1px solid black; padding: 0 5px;">5</span></p> <p>In the lungs, the air goes into the alveoli. <span style="border: 1px solid black; padding: 0 5px;">6</span></p> <p>The air goes through the trachea. <span style="border: 1px solid black; padding: 0 5px;">4</span></p> <p>When we inhale, the air goes through the nose and the nasal cavity. <span style="border: 1px solid black; padding: 0 5px;">1</span></p> <p>The air goes through the pharynx. <span style="border: 1px solid black; padding: 0 5px;">2</span></p> <p><b>Activity 6:</b></p> <p>(Trio dictation) Make groups of three. Each pupil will have a sentences related to the respiratory system. One has to start dictating the rest his/her sentence and the rest copy it. When he/she finishes, the second member of the group dictates his/her sentence and the rest copy it. Finally, the third member of the group dictates his/her so that all three pupils will have the three sentences. After that, they have to check spelling of the sentences. Tell pupils to ask questions like: <i>Can you say it slowly, please?</i> or <i>Can you spell it please?</i> to check understanding and spelling.</p> |                    |

| Teaching notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Respiratory system |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Lesson 1: Respiratory system                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Session 3          |
| <p><b>Introduction</b></p> <p>Explain your pupils that they are going to work on experiments in this session.</p> <p><b>Activity 1:</b></p> <p>Pupils have to check their heart beat and breathing in three different moments: at rest, after two minutes walking and after two minutes running. They have to write the results on the table.</p> <p>After that, they think and answer to some questions. Leave them some minutes to do it in pairs and later do it with all the whole group.</p> <p><b>Activity 2:</b></p> <p>Pupils have to measure their chest size in three different moments: when they inhale, when they exhale and when they inhale deeply. They have to write the chest size on the table and they have to answer to some questions. Correct them orally with the whole class.</p> <p><b>Activity 3:</b></p> <p>Give pupils 5 minutes to talk in pairs about which animals need lungs to breath like humans and if all the animals have got a heart to live. After the 5 minutes, tell them to write the answer on the table. Then, ask for volunteers to answer them aloud and let them explain why they think some animals have got lungs and which ones they don't.</p> |                    |

| Teaching notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Circulatory system |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Lesson 2: Blood and cells                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Session 1          |
| <p><b>Introduction:</b></p> <p>Ask pupils to tell you five words they know about blood.</p> <p>Then show them the Power Point of the circulatory system. They are the six first slides.</p> <p><b>Activity 1:</b></p> <p>While showing the PPt and before seeing the answer, ask pupils some questions like: what are the functions of the red cells? And what about the white cells? And what platelets do?</p> <p>Then, after the PPT, ask pupils to draw a red cell, a white cell and a platelet and write their functions next to them.</p> <p><b>Activity 2:</b></p> <p>Pupils write the cell names in the correct definition. Answers: a) red cells<br/>b) white cells c) platelets</p> <p><b>Activity 3:</b></p> <p>Ask pupils to predict what will happen to their hand after turning one arm in the air 5 times. Then, pupils turn one hand a few seconds and they compare the two hands colour. They realised hands aren't the same colour because of the force of turning that causes blood to flow down the arm but not back up, so the turned hand becomes redder.</p> <p>After that, ask for situations when the body becomes red and becomes white. Suggest two possibilities to encourage responses. In groups, pupils complete the table of cause/effect.</p> <p>With the whole class, do an exchange of ideas and discuss what groups have written.</p> <p>Finally, give pupils a red card and a white card. Say some more situations and pupils have to hold up the red or white card depending on the effect of the situation said. Ask why to encourage them to give you the reasons.</p> <p><b>Activity 4:</b></p> <p>Pupils read the text and answer the questions. This is done individually.</p> |                    |

| Teaching notes                                                                                                                                                                                                                                                                                                                                                      | Circulatory system |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Lesson 2: Blood and cells                                                                                                                                                                                                                                                                                                                                           | Session 1          |
| <p><b>Activity 5:</b></p> <p>Check the vocabulary of the content before handing out the multiple choice worksheet.</p> <p>Pupils choose the correct answer (a, b, c, d) for the question. They realised of many things they didn't know before. This activity can be done individually or in pairs. Answers: 1.b, 2.c, 3.b, 4.b, 5.c, 6.a , 7.c, 8.a, 9.c, 10.c</p> |                    |

| Teaching notes         | Circulatory system |
|------------------------|--------------------|
| Lesson 2: Giving blood | Session 2          |

**Introduction:**

Show pupils PPt of the circulatory system from slides 1 to 6 for revision and slide 7 to explain them there are four blood groups.

**Activity 1:**

Pupils answer yes or no to the questions. Then correct the answers and allow pupils to say why they think it's yes or no. Answers: 1.Yes, 2.No, 3.No, 4.Yes, 5. Yes, 6.Yes.

**Activity 2:**

Pupils read the text and answer the questions. Then ask them to draw a picture and write a sentence to encourage people to give blood.

**Activity 3:**

Pupils look for eleven words related to blood. Then, they say the position of the words in the word search.

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| E | H | X | D | M | Z | E | Q | S | D |
| P | K | O | J | O | T | C | T | J | O |
| U | N | H | S | I | O | E | E | S | N |
| O | A | S | H | P | L | L | M | L | A |
| B | J | W | D | E | I | G | B | L | T |
| D | P | M | T | C | R | T | N | E | I |
| X | J | A | Y | O | R | P | A | C | O |
| B | L | W | U | R | E | D | C | L | N |
| P | O | P | E | R | A | T | I | O | N |
| B | S | A | M | S | A | L | P | W | I |

| Teaching notes                                                                                                                                                                                                                                                                                                                                                                                                                               | Circulatory system |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Lesson 2: Giving blood                                                                                                                                                                                                                                                                                                                                                                                                                       | Session 2          |
| <p><b>Activity 4:</b></p> <p>Encourage your pupils to imagine they have had an accident and one of their kidneys is not working anymore. Then, ask them for solutions to solve the problem.</p> <p>Explain pupils what an organ transplant is. Then they complete the sentences using the bank word. Finally, they answer to the questions.</p> <p>Answers for the sentences: 1. recipient, 2. donor, 3. save, 4. heart, liver, kidneys.</p> |                    |

| Teaching notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Circulatory system |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Lesson 3: Blood vessels                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Session 1          |
| <p><b>Introduction:</b></p> <p>Ask pupils to say where they think blood goes through.</p> <p>Then read the story below.</p> <p><i>Once upon a time, there were many thick arteries walking in a body. Suddenly, they met thin veins in their way. They wanted to be friends but they didn't say anything, so some tiny and thin tubes called capillaries help them to join and be friends. Finally, talking each other, they said they had something in common: they all worked transporting blood.</i></p> <p>Give pupils a name (artery, vein or capillary) and ask them to stand up when they listen their name in the story. You read it again.</p> <p>Finally, ask them to draw the three different blood vessels in order to put them on the wall.</p> <p><b>Activity 1:</b></p> <p>Ask to complete the Venn diagram writing two characteristics of arteries and veins and in the middle write two things they both have in common.</p> <p>Characteristics: Arteries transport blood from the heart to the body and are thick. Veins transport blood from the body to the heart and are thin. Both, arteries and veins transport blood and are join by capillaries.</p> <p><b>Activity 2:</b></p> <p>Using the word box, pupils fill the gaps to complete the sentences.</p> <p>Answers: 1) Arteries 2) Veins 3) Capillaries</p> <p><b>Activity 3:</b></p> <p>Pupils match the blood vessels with their definitions.</p> <p>Answers: 1) b 2) c 3) a</p> <p><b>Activity 4:</b></p> <p>Pupils look at the diagram and explain it using the sentence bank.</p> <p>Tell two or three volunteers to read the explanation aloud.</p> <p><b>Activity 5:</b></p> <p>Pupils play in pairs and complete the game using the words in the box.</p> <p>Then, correct it with the whole class.</p> |                    |

| Teaching notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Circulatory system |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Lesson 3: The heart                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Session 1          |
| <p><b>Introduction:</b></p> <p>Ask pupils to tell you five things they know about the heart.</p> <p>Show them PPT of the circulatory system slides from 8 to 10.</p> <p><b>Activity 1:</b></p> <p>Read the text and answer T or F. Then, pupils exchange their answers with a partner to correct the sentences.</p> <p>Answers: 1. F; 2. F; 3. T; 4. F; 5. T.</p> <p><b>Activity 2:</b></p> <p>In pairs pupils describe each word. They say what the function is or where it is.</p> <p><b>Activity 3:</b></p> <p>Individually, pupils label the parts of the heart.</p> <div data-bbox="303 1039 1181 1431" data-label="Image"> <p>The diagram illustrates the human heart with the following labels and arrows:</p> <ul style="list-style-type: none"> <li><b>Aorta</b>: Points to the large artery at the top.</li> <li><b>Pulmonary artery</b>: Points to the artery on the right side of the heart.</li> <li><b>Pulmonary vein</b>: Points to the vein on the left side of the heart.</li> <li><b>Left atrium</b>: Points to the upper left chamber.</li> <li><b>Left ventricle</b>: Points to the lower left chamber.</li> <li><b>Right atrium</b>: Points to the upper right chamber.</li> <li><b>Right ventricle</b>: Points to the lower right chamber.</li> </ul> </div> <p><b>Activity 4:</b></p> <p>Pupils put the words from the box in order to complete the definition of heart.</p> <p>Answer: The heart is the organ inside your chest that pumps blood around our body.</p> <p><b>Activity 5:</b></p> <p>Pupils identify the parts and write what they are under the pictures. Use, <i>this is</i> a or <i>these are</i>.</p> <p>Answers: 1. These are red cells; 2. These are white cells; 3. These are platelets; 4. This is a heart; 5. This is a vein.</p> |                    |

| Teaching notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Circulatory system |                    |           |                    |               |             |                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------|-----------|--------------------|---------------|-------------|------------------|
| Lesson 3: The heart                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Session 1          |                    |           |                    |               |             |                  |
| <b>Activity 6:</b><br>Before pupils read the text, they try to guess what these numbers are:<br><table><tr><td>120,000times</td><td>200 times</td><td>7000 - 8000 litres</td></tr><tr><td>60 - 80 times</td><td>300 grammes</td><td>30 million times</td></tr></table><br>Pupils read the text and choose the best title among four. Then they answer some questions related to <i>How many?</i> .<br>Answers: 1. The heart weighs about 200-300 grammes; 2. The heart pumps between 7,000 and 8,000 litres of blood in a day; 3. The heart beats 120,000times during a day; 4. The heart beats more than 30 million times in a year; 5. The heart beats 60 to 80 times per minute. |                    | 120,000times       | 200 times | 7000 - 8000 litres | 60 - 80 times | 300 grammes | 30 million times |
| 120,000times                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 200 times          | 7000 - 8000 litres |           |                    |               |             |                  |
| 60 - 80 times                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 300 grammes        | 30 million times   |           |                    |               |             |                  |
| <b>Activity 7:</b><br>In pairs, pupils read the poem and mime it. Leave them time to decide how they'll mime it and then they'll show it to their classmates.<br>Then, they make the acrostic in pairs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                    |                    |           |                    |               |             |                  |

| Teaching notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Circulatory system |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Lesson 4: The heart                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Session 2          |
| <p><b>Introduction:</b></p> <p>Tell pupils are going to build a model of a heart. Show them the material and make them think about what each material is for. Then using post it notes, they glue each post it to the material predicting what it is for.</p> <p><b>Activity 1:</b></p> <p>Pupils build the model of the heart.</p> <p>Material needed: 4 plastic bottles; 2 plastic tubes; 2 metallic paperclips; black, red and blue adhesive tape; plasticine; water; red and blue ink; a funnel.</p> <p>Step 1: Make a hole in the tops of the plastic bottles. Join them two by two with a short piece of plastic. Put plasticine on the tops. Then, make a hole in the base of two bottles and screw them into two tops, one next to the other. Now, you've got the atriums.</p> <p>Step 2: Make a hole in the top parts of the other two bottles and introduce a long plastic tube. Put plasticine on the top and put adhesive tape at the ends of the tubes, red adhesive tape for one bottle and blue adhesive tape for the other. Now, you've got the ventricles.</p> <p>Step 3: To make the heart's right and left part, screw the bottles that represent the ventricles to the others that are the atriums. The atriums have to be at the top and face down.</p> <p>Step 4: Use black adhesive tape to join them. The two metallic paperclips will be the valves between the atrium and the ventricle of the same side.</p> <p>Step 5: Using the funnel, put water with red ink in the atrium marked with red adhesive tape and water with blue ink in the atrium marked with blue adhesive tape.</p> <p>Step 6: Take the metallic paperclips. Blood goes from the atriums to the ventricles.</p> |                    |

| Teaching notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Circulatory system |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Lesson 4: The heart                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Session 2          |
| <p>Step 7: Press the ventricles with your hands, water goes to the tubes.</p> <p>After pupils have observed what is happening, ask them some questions:</p> <ul style="list-style-type: none"><li>- What are the two plastic tubes that are introduced in the ventricles?</li><li>- Where does the blood which contains oxygen come from? Where does the blood which doesn't contain oxygen come from?</li><li>- In your body, where will the blood which contains oxygen go to? And the blood which doesn't contain oxygen?</li></ul> <p><b>Activity 2:</b></p> <p>In the computer room, pupils look at the following website :</p> <p><a href="http://es.youtube.com/watch?v=D3ZDJgFDdk0">http://es.youtube.com/watch?v=D3ZDJgFDdk0</a></p> |                    |

| Teaching notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Circulatory system |               |                |                     |                     |       |           |             |   |           |       |           |          |    |             |       |             |       |   |         |       |  |  |   |             |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|---------------|----------------|---------------------|---------------------|-------|-----------|-------------|---|-----------|-------|-----------|----------|----|-------------|-------|-------------|-------|---|---------|-------|--|--|---|-------------|--|
| Lesson 5: The circulatory system                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Session 1          |               |                |                     |                     |       |           |             |   |           |       |           |          |    |             |       |             |       |   |         |       |  |  |   |             |  |
| <b>Activity 1:</b><br><br>Read the text. Mime it or write the missing words. ( <i>See support teaching resources</i> )<br><br>In pairs, one pupil has the text with some missing words, and the other pupil has the same text with another missing words. The first pupil has to read and mime the words underlined. The pupil who has that missing words has to guess the classmate's mime and write the word to get the text completed. Then it's done on the other way round.<br><br>Then, they exchange paper with another pair and correct the texts.                                                                                                                                                                                                       |                    |               |                |                     |                     |       |           |             |   |           |       |           |          |    |             |       |             |       |   |         |       |  |  |   |             |  |
| <b>Activity 2:</b><br><br>Using the words in the box, pupils classify words into the 5 categories.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                    |               |                |                     |                     |       |           |             |   |           |       |           |          |    |             |       |             |       |   |         |       |  |  |   |             |  |
| <table><tr><th>Internal parts</th><th>Blood cells</th><th>Blood vessels</th><th>Types of blood</th><th>Circulatory systems</th></tr><tr><td>lungs</td><td>red cells</td><td>capillaries</td><td>A</td><td>pulmonary</td></tr><tr><td>liver</td><td>platelets</td><td>arteries</td><td>AB</td><td>circulation</td></tr><tr><td>brain</td><td>white cells</td><td>veins</td><td>B</td><td>general</td></tr><tr><td>heart</td><td></td><td></td><td>O</td><td>circulation</td></tr></table>                                                                                                                                                                                                                                                                         | Internal parts     | Blood cells   | Blood vessels  | Types of blood      | Circulatory systems | lungs | red cells | capillaries | A | pulmonary | liver | platelets | arteries | AB | circulation | brain | white cells | veins | B | general | heart |  |  | O | circulation |  |
| Internal parts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Blood cells        | Blood vessels | Types of blood | Circulatory systems |                     |       |           |             |   |           |       |           |          |    |             |       |             |       |   |         |       |  |  |   |             |  |
| lungs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | red cells          | capillaries   | A              | pulmonary           |                     |       |           |             |   |           |       |           |          |    |             |       |             |       |   |         |       |  |  |   |             |  |
| liver                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | platelets          | arteries      | AB             | circulation         |                     |       |           |             |   |           |       |           |          |    |             |       |             |       |   |         |       |  |  |   |             |  |
| brain                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | white cells        | veins         | B              | general             |                     |       |           |             |   |           |       |           |          |    |             |       |             |       |   |         |       |  |  |   |             |  |
| heart                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                    |               | O              | circulation         |                     |       |           |             |   |           |       |           |          |    |             |       |             |       |   |         |       |  |  |   |             |  |
| <b>Activity 3:</b><br><br>Ask two pupils to go out of the class until you tell them to come in again. Then, give each pupil a name or an action to do (names: heartbeat, blood vessel, lungs, exhale air, body, nose, inhale air, blood cell, heart, circulation), (actions: put your hand on your chest and imitate the movement of a heartbeat, point to a vein, point to the lungs, exhale air, point to the body, inhale air, draw in the air some cells, point to the heart, and imitates the movement of the blood circulation). Ask the two pupils to come in. One starts pointing at one classmate and then to another. If he matches the word with its action, he wins one point. Then it's the other pupil's turn. The pupil who has more points wins. |                    |               |                |                     |                     |       |           |             |   |           |       |           |          |    |             |       |             |       |   |         |       |  |  |   |             |  |

| Teaching notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Circulatory system |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Lesson 5: The circulatory system                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Session 1          |
| <p><b>Activity 4:</b></p> <p>First, give pupils the concept map without the category and the properties. Give them the pieces of paper with the category and the properties and they have to stick them in the correct place. Finally, ask them to write a new definition of the circulatory system.</p> <p><b>Activity 5:</b></p> <p>Set the room out with six tables labeled lungs, heart, brain, legs, arms, stomach. Sit two volunteers at each table, with four at the heart, two on each side. The rest of the class are given pieces of card - red on one side, blue on the other, representing oxygen-rich and deoxygenated blood.</p> <p>Send one child off first, circulating the body. Start from one side of the heart, choose a part of the body (e.g. legs) to go to, taking red blood. At the legs table, give to one person of that table, who turns the card over, passes it to the other person, who then returns the deoxygenated blood to the carrier.</p> <p>That person then returns to the other side of the heart where the blood card is passed through the two volunteers and back to the carrier, who is directed to the lungs. At the lungs table, the lung volunteers turn the card over, so it becomes once again oxygen-rich. They then send the carrier back to the heart where the cycle begins again and they are directed to another part of the body. At intervals, ask what type of blood they are carrying, where it is coming from and where they are going to.</p> |                    |

| Teaching notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Circulatory system |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Lesson 6: Alcohol and tobacco                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Session 1          |
| <p><b>Activity 1:</b></p> <p>Pupils predict which of the things are good or bad for our health. Then teacher explains which things are good or bad and pupils check the answers.</p> <p>After that, they complete the sentences of “what a surprise” part to distinguish between healthy and non healthy habits.</p> <p>Finally, they give more examples of that and complete a chart.</p> <p><b>Activity 2:</b></p> <p>In pairs, pupils discuss which sentences are good and which ones are bad for us. They write the letter G next to the sentences that are good and letter B next to the sentences that are bad.</p> <p><b>Activity 3:</b></p> <p>Make different groups. Give each group the task of drawing a healthy lung or an unhealthy lung. Then put together a healthy lung group with an unhealthy lung group and they have to compare both lungs and give possible reasons for why they are like that.</p> <p><b>Activity 4:</b></p> <p>Go to the playground and with an empty 1,5 litre bottle add some cotton in the top. Then light a cigarette and put the filter end next to the cotton. Ask pupils what is going to happen. Then, press the bottle in and out. Suddenly, the cotton and the inside part of the bottle become darker.</p> <p><b>Activity 5:</b></p> <p>Pupils answer some questions focusing on reasons.</p> <p><b>Activity 6:</b></p> <p>Individually, pupils create a story in a blank comic strip and include some sentences about how bad alcohol and tobacco is in our lives.</p> |                    |

| Teaching notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Circulatory system |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Lesson 6: Alcohol and tobacco                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Session 2          |
| <p><b>Introduction:</b></p> <p>Ask pupils to remember and tell you 5 things about the last Science class. Then, tell them that they are going to work in this lesson with what they learned the previous session. They'll make a collage.</p> <p><b>Activity 1:</b></p> <p>Step 1: Pupils make a collage of profiles of two heads talking -having a heart to heart.</p> <p>Step 2: They write the title: heart to heart between the two heads.</p> <p>Step 3: They write a sign of a tick on one side to represent the good things and a cross on the other to represent bad things.</p> <p>Step 4: They make large red hearts from collage materials and paper, and turn them into people, with arms and legs, and showing a fact about health and hearts, for example smoking hearts, hearts with a poor diet... Put a cross on them.</p> <p>Step 5: They make large red hearts with healthy lifestyle and put a tick on them.</p> <p>Step 6: Finally, they add speech bubbles to explain what each heart is doing.</p> <p><b>Activity 2:</b></p> <p>Make pupils think about their lives and ask them: Do you have a healthy life? Then, they talk in small groups about their lifestyles.</p> <p><b>Activity 3:</b></p> <p>Pupils create a large picture of a real heart. Then they label the parts of the heart. They make paper hearts and stick them around the heart. They write next to each heart a healthy activity. Then, put this poster on the wall.</p> <p><b>Activity 4:</b></p> <p>Pupils look at the two pictures. They answer the questions orally with a partner. Finally, they say what things they would include in the non healthy lunch to the rest of the class.</p> |                    |

| Teaching notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Excretory system |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| Lesson 3: Excretion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Session 1        |
| <p><b>Introduction:</b></p> <p>Tell pupils to do an experiment using an empty bottle, some mashed up leaves and pebbles and a tea strainer.</p> <p>Ask them to predict what the things are for and what is going to happen.</p> <p>After that, start the experiment:</p> <p>Step 1: In the empty bottle, put some water, the mashed up leaves and the pebbles. It represents the blood with the waste.</p> <p>Step 2: Pour the water with the leaves and the pebbles through the tea strainer. The tea strainer represents the kidneys.</p> <p>Step 3: The clean water obtained from that represents the clean blood.</p> <p>Step 4: Finally, turn over the tea strainer and pour some more water through it. The leaves and the pebbles go down with the water. It represents the urine.</p> <p>Once the experiment is done, pupils explain orally and draw the whole process.</p> <p><b>Activity 1:</b></p> <p>Pupils read the text and ask for new vocabulary. Then, they complete the diagram writing the functions of the parts of the excretory system.</p> <p><b>Activity 2:</b></p> <p>Pupils answer yes or no to the sentences related to what they've read previously. Answers: 1. No 2. Yes 3. No 4. Yes 5. Yes</p> <p><b>Activity 3:</b></p> <p>Pupils read the sentences and put them in order to complete the excretory system process. Answers: a) 2 b) 6 c) 4 d) 1 e) 3 f) 5</p> <p><b>Activity 4:</b></p> <p>Using the sentences of activity 3, pupils write the process of the excretory system using connectors like <i>first</i>, <i>next</i> and <i>finally</i>.</p> <p><b>Activity 5:</b></p> <p>Pupils match the excretory system parts to their jobs. Answers: a) 3 b) 4 c) 2 d) 1</p> |                  |

| Teaching notes                                                                                                                                                                                                                                                                                                                                                                                             | Excretory system |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| Lesson 3: Excretion                                                                                                                                                                                                                                                                                                                                                                                        | Session 1        |
| <p><b>Activity 6:</b></p> <p>In the computer room, pupils look at the following website :</p> <p><a href="http://es.youtube.com/watch?v=chhNaLi9P3E">http://es.youtube.com/watch?v=chhNaLi9P3E</a></p> <p>First, pupils watch the video without sound and you ask them for anything they have seen on it. Later, they see it again with sound. Ask them for more things they have understood and seen.</p> |                  |

| Teaching notes    | Body systems |  |
|-------------------|--------------|--|
| Revisiting lesson | Session 1    |  |

**Activity 1:**

Pupils classify the different words into the three systems.

| Respiratory system       | Circulatory system                        | Excretory system   |
|--------------------------|-------------------------------------------|--------------------|
| Lungs<br>Bronchi<br>Nose | Capillaries<br>Veins<br>Heart<br>Arteries | Kidneys<br>Bladder |

**Activity 2:**

Pupils find the word that does not belong to the main group of words and circle it.

Then they say why they have chosen those words as the odd ones out.

Answers: 1. tongue 2. microbes 3. alveolus 4. oxygen

**Activity 3:**

Pupils write the system (respiratory, circulatory or excretory) which belongs next to the sentence. Answers: a) circulatory b) circulatory c) excretory d) respiratory e) circulatory f) respiratory g) excretory h) excretory

**Activity 4:**

Pupils look for the words in the word search. Then they exchange worksheets with a classmate to correct it.

A U E T N V L G X B

K H R I R A K N I K

N D E E R A J U F I

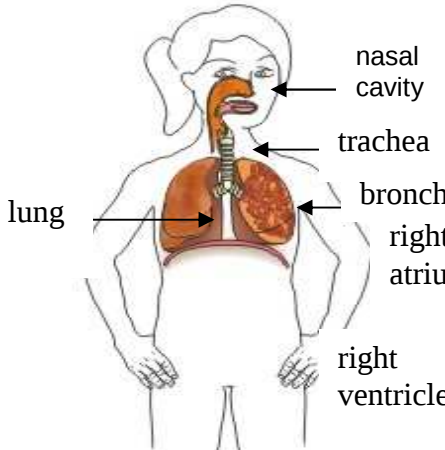
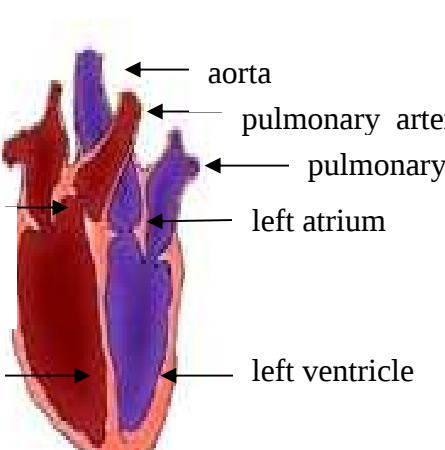
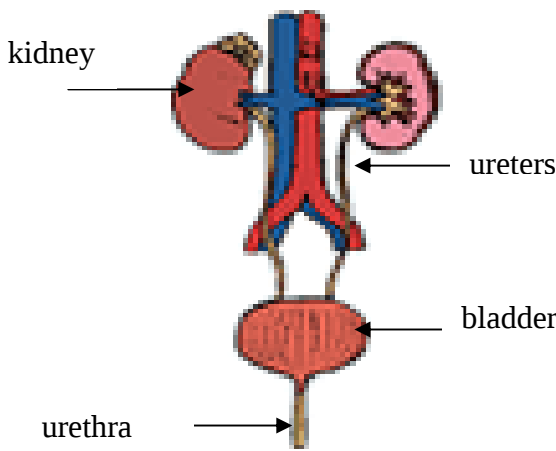
X V J Y T P E L X D

Z W N K Y H P H Z N

H X Y R E T R A M E

B R O N C H I A S Y

| Teaching notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Body systems |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Revisiting lesson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Session 1    |
| <p><b>Activity 5:</b></p> <p>Pupils choose the correct sentence (a or b) to complete the sentences.</p> <p>Answers: 1. b 2. a 3. b 4. a 5. a 6. a 7. a</p> <p><b>Activity 6:</b></p> <p>Pupils classify the words of the parts of the systems into the three systems.</p> <p>Then, they complete the sentences using the information from the columns.</p> <div> <div> <b>Respiratory system</b> <ul style="list-style-type: none"> <li>•respiratory tract</li> <li>•nasal cavity</li> <li>•pharynx</li> <li>•larynx</li> <li>•trachea</li> <li>•bronchi</li> <li>•lungs</li> <li>•alveoli</li> </ul> </div> <div> <b>Circulatory system</b> <ul style="list-style-type: none"> <li>•blood cells</li> <li>•blood vessels</li> <li>•heart</li> </ul> </div> <div> <b>Excretory system</b> <ul style="list-style-type: none"> <li>•kidneys</li> <li>•bladder</li> <li>•ureters</li> <li>•urethra</li> </ul> </div> </div> <p><b>Activity 7:</b></p> <p>Revising game (<i>See support teaching resources</i>). Make groups of four or five pupils. One pupil is the teacher and the rest are the students. Using two dice, they throw them and add the numbers. With that number, they look in the box and they say as many things as they know about the word of that number. Give them the maximum of 1 minute. The pupils who are the teachers have to take notes of which words they can say something about and which ones pupils can't remember. Finally, ask the pupils who are the teachers to tell you the words pupils can't say anything about and try to define them with the whole class.</p> |              |

| Teaching notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Body systems |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Revisiting lesson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Session 2    |
| <p><b>Activity 1:</b></p> <p>Pupils label the three diagrams with the words in the box.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>nasal cavity</p> <p>trachea</p> <p>bronchi</p> <p>lung</p> <p>right atrium</p> <p>right ventricle</p> </div> <div style="text-align: center;">  <p>aorta</p> <p>pulmonary artery</p> <p>pulmonary vein</p> <p>left atrium</p> <p>left ventricle</p> </div> </div> <div style="text-align: center; margin-top: 20px;">  <p>kidney</p> <p>ureters</p> <p>bladder</p> <p>urethra</p> </div> |              |
| <p><b>Activity 2:</b></p> <p>Trio dictation (<i>See support teaching resources</i>). In groups of three, each pupil has a text with a letter (A, B or C). First, pupils with text A start reading it and the rest write it. Then, pupils with text B read it and the rest of the group write it. Finally, pupils with text C read it and the rest write it. After that, they have to check spelling of the sentences.</p> <p>Tell pupils to use sentences like: <i>Can you say it slowly, please?</i> or <i>Can you spell it please?</i> to check understanding and spelling.</p>                                                                                                                                                                                                                                                                                       |              |

| Teaching notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Body systems |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Revisiting lesson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Session 2    |
| <p><b>Activity 3:</b></p> <p>Odd or even (<i>See support teaching resources</i>). Divide the class into two groups. Name both groups. Then, in turns ask them for a word related to (the respiratory system, the circulatory system or the excretory system) and if they say something correctly they can choose which odd or even square to hide. They have to say: number (1, 2, 3 or 4) horizontally and number (1, 2, 3 or 4) vertically. The group who gets three hidden squares vertically, horizontally or diagonally wins.</p> <p><b>Activity 4:</b></p> <p>Our body systems activity (<i>See support teaching resources</i>). Divide the pupils into groups of six and give each of them the worksheet. Three pupils have three cards and the other three pupils three different cards. In turns, they read one card each and the rest complete the worksheet filling the gaps with the information given. Encourage them to ask questions such as: <i>Can you repeat, please?</i> or <i>Can you spell it, please?</i> in order to get the information correctly and check spelling.</p> <p><b>Activity 5:</b></p> <p>Play the Let's explore our body systems loop game (<i>See support teaching resources</i>). Start saying a definition and the pupil who has the word related to that definition has to say it and carry on with the definition he/she has. After that, the pupil who has the word related to that definition says it and reads the definition he/she has got. The loop game will finish when the definition of the word you have is read.</p> |              |

| Teaching notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Body systems |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Session 1    |
| <p><b><u>Self assessment:</u></b></p> <p>Give pupils the self assessment sheet (<i>See support teaching resources</i>) and tell them to put a tick under the happy face if they can do what is said in the sentence or a tick in the sad face if they can't.</p> <p><b><u>Evaluation sheet (See support teaching resources):</u></b></p> <p><b>Activity 1:</b></p> <p>Pupils look at the concept map and write a definition using the words from the concept map.</p> <p><b>Activity 2:</b></p> <p>Pupils classify the words in the box into the three systems (respiratory, circulatory and excretory).</p> <p><b>Respiratory system:</b> lungs, trachea, larynx, bronchi, nasal cavity and pharynx.</p> <p><b>Circulatory system:</b> heart, artery, vein, white cell, capillary, platelets and red cell.</p> <p><b>Excretory system:</b> bladder, kidneys, ureters and urethra.</p> <p><b>Activity 3:</b></p> <p>The circulatory system is made up of <b>blood</b>, a red liquid that contains <b>plasma</b>, <b>red cells</b>, <b>white cells</b>, and <b>platelets</b>. Blood circulates around our body through tubes called <b>blood vessels</b>. There are three types of blood vessels: <b>arteries</b>, <b>veins</b> and <b>capillaries</b>. Blood is pumped by the <b>heart</b>, a muscle in the middle of your chest.</p> <p><b>Activity 4:</b></p> <p>Using the words in the box, pupils write the parts of the excretory system to complete the urination process.</p> <p>Urine is form in <b>kidneys</b>.</p> <p>Urine is carried by <b>ureters</b>.</p> <p>Urine is stored in <b>bladder</b>.</p> <p>Urine is expelled through <b>urethra</b>.</p> |              |