



St Mary's
Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum

Year 5 Autumn 2

Main Themes: Mountains/Properties and Uses of Materials

End Points	By the end of this term in Maths the children will have developed a stronger understanding of multiplication and division as well as developing their understanding of how to compare and convert proper and improper fractions. In English they will have written a setting narrative and a recount in the form of a letter, based on the text FArTHER. Their grammar work will concentrate on beginning to understand modal verbs and using brackets, dashes and commas for parenthesis. In Geography they will have greater understanding of what life is like in the Alps. They will know some similarities and differences between the UK and a European mountain region as well as know the location of key physical features in countries studied. In Science the children will be able describe the properties of solids, liquids, and gases and how they can change state. They will know materials are electrical conductors and insulators. The children will perform the trickier shape, balance, travel, flight, rotation skills in gymnastics. They will develop skills in hockey. In Computing the children will create spreadsheets and learn how to use short code to query them. In music the children will be receiving professional brass lessons each week where they will continue to learn an instrument, read notation and perform for an audience. In French the children will continue with the topic 'Au salon de thé' and will use transactional language to perform a role-play in a French tea room. In Design Technology the children will explore Electrical systems through the Wobblebots unit of work. They will explore the use of motors and designing and making a motorised product. Through the RE unit Prophecy and Promise, the children will learn about David's Kingship and the importance of the Rosary. They will learn that God gave the Ten Commandments to Moses as a gift to help us to live as God wants. In the latter part of the topic the children will learn how God sent Jesus, his only Son, to help us live the commandments. In their RHE work they will continue the first module about how they are created and loved by God. They will have developed an understanding of the unique growth and development of humans and recognise that their bodies are a gift from God.
Religious Prophecy and Promise	In this topic the children will learn about the scripture passages that speak of David's life, recognising the intended audience and the historical context. They will show an understanding of some gospel passages that present Jesus as the fulfilment of the promise to David (Matt 1:1-17; Lk 1:32-33), recognising the gospel writers are writing for Christians.



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	They will also learn to recognise links with God's covenant with Abraham. They will begin to use specialist vocabulary to describe and explain the nature of David's kingship in the Old Testament, with reference to the passages that speak of David's kingship and Psalm 21:1-7. They will know that the Rosary is a prayerful reflection on the life of Christ and explain what the joyful mysteries remember. By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied by playing with possibilities, asking 'what if?' questions that exploring why God especially values those the world overlooks. For example, what if Samuel had followed his own judgement rather than God's in choosing a king?
English - Reading Comprehension Skills/Word Reading	<u>Through all units, children will be taught through the following areas:</u> <u>Comprehension</u> Building on Previous Year and throughout Year 5 focus on: • Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks • Increase their familiarity with a wide range of books, including modern fiction, myths and legends and books from other cultures and traditions* • Read books that are structured in different ways and read for a range of purposes • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging some views • Retrieve, record and present some information from fiction and non-fiction • Identify and discuss themes and conventions in and across a wide range of writing • Identify how language, structure and presentation contribute to meaning • Learn a wider range of age-appropriate poetry by heart • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience** • Predict what might happen from details stated and implied • Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Ask questions to improve their understanding



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- With support, locate relevant information in a text, summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas
 - Make comparisons within and across books e.g. plot, genre and theme
 - Provide reasoned justifications for their views
 - Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader
 - Distinguishing between statements of fact and opinion
 - Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary ***
- * Three-week units contain either, modern fiction, myths & legends or books from other cultures and traditions
- ** Three-week units contain either poems or play scripts
- *** Opportunities are provided throughout the year for the coverage of this statement

Reading Skills:

Building on Previous Year and throughout Year 5 focus on:

- Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context
- Self-correction, including re-reading and reading ahead
- Reading widely and frequently for pleasure and information
- Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences
- Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning
- Connecting prior knowledge and textual information to make inferences and predictions
- Scan to find specific details using graphic and textual organisers, e.g. sub-headings, diagrams etc
- Use information on-screen and on paper
- Connecting prior knowledge and textual information to make inferences and predictions
- Read closely, annotating for specific purposes
- Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases
- Identify features of texts, e.g. introduction to topic, sequence, illustrations, degree of formality and formality through language choices
- Finding the main idea of a text



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	<u>Word Reading</u> Building on Previous Year and throughout Year 5 focus on: •Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words •Recognise and read many Year 5&6 Word List words with automaticity <u>Reading Terminology for Pupils Across the Year</u> Building on Previous Year and throughout Year 5 focus on: figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare	
Reading Texts	<u>Fiction Texts:</u> Wonder The Goldfish Boy <u>Non-Fiction Texts:</u> A World of Flavour Knowledge Encyclopaedia: Space <u>Poetry Texts:</u> A Poem for Every Night of the Year We Are Family	
English - Vehicle Texts and Writing Outcomes	Vehicle Text: FArTHER Fiction: Setting Narrative Purpose: To Narrate	



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	Non-Fiction: Letter Purpose: To Recount	
English - Handwriting Skills	- To increase the speed of their handwriting. - To be clear about what standard of handwriting is appropriate for a particular task. - To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.	
English - Writing Spelling Skills	- Embed: Adding the suffix -ation to verbs to form nouns - Embed: Adding the suffixes -tion, -sion, -ssion, -cian - Introduce: Adding prefixes uni-, bi-, tri-, quad-, pent-, hex-, octo-/ oct-, circum-/ cir - Reinforce Year 4: Adding the prefix sub-, inter-, super-, anti-, auto - Introduce: Homophones and other words that are often confused (Y5/ Y6)	
English - Writing Outcome and Writing Purpose	Vehicle Text: FArTHER Fiction: Setting Narrative Purpose: To Narrate Non-Fiction: Letter Purpose: To Recount	
English – Grammar: Word	Build on previous units & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Use verb prefixes (un-, de-, re-, over-, dis-, mis-)	
English – Grammar Sentence	Build on previous units & focus on: Indicate degrees of possibility using modal verbs Expanded noun phrases to convey complicated information concisely	



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	Use fronted adverbials	
English – Grammar Text	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	
English – Grammar: Punctuation	Build on previous units & focus on: Commas, brackets and dashes for parenthesis Use commas after fronted adverbials	
Terminology for Pupils	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	
Mathematics Skills Small steps	Number: Multiplication & Division A – Part 2 Step 6 Square numbers Step 7 Cube numbers Step 8 Multiply by 10, 100 and 1,000 Step 9 Divide by 10, 100 and 1,000 Step 10 Multiples of 10, 100 and 1,000	Number: Fractions A Step 1 Find fractions equivalent to a unit fraction Step 2 Find fractions equivalent to a non-unit fraction Step 3 Recognise equivalent fractions Step 4 Convert improper fractions to mixed numbers Step 5 Convert mixed numbers to improper fractions Step 6 Compare fractions less than 1 Step 7 Order fractions less than 1 Step 8 Compare and order fractions greater than 1 Step 9 Add and subtract fractions with the same denominator Step 10 Add fractions within 1 Step 11 Add fractions with total greater than 1 Step 12 Add to a mixed number Step 13 Add two mixed numbers Step 14 Subtract fractions Step 15 Subtract from a mixed number



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		Step 16 Subtract from a mixed number – breaking the whole Step 17 Subtract two mixed numbers
Science Knowledge Properties and Uses of Materials	• To compare and group together everyday materials based on evidence from comparative and fair tests, including hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets. • To give reasons, based on evidence from comparative and fair tests, for specific uses of everyday materials, including metals, wood and plastic. • To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.	
Working Scientifically Skills	• Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations. • Identifying scientific evidence that has been used to support or refute ideas or arguments.	
Computing Knowledge Purple Mash Unit Spreadsheets	Spreadsheets: • A spreadsheet is a digital tool for storing, organising and analysing data. • Cells, rows, columns and cell references provide a structure for organising information • Formulas allow spreadsheets to perform calculations automatically, including addition, subtraction, multiplication, division. • Conversions rely on known mathematical relationships (e.g. cm–m, mm–cm, g–kg). • Line graphs are used to represent continuous data and show trends over time. • Continuous data changes smoothly over time, while discrete data represents separate, countable values.	



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	• Weather data contains measurable patterns that can be compared and interpreted. • Budgets are used to plan money, compare costs and make financial decisions. • Spreadsheets help solve real-world problems by presenting information clearly and accurately. • A good spreadsheet is clear, well-labelled, accurate and structured logically.
Computing Skills	Spreadsheets: • Enter data accurately into cells, using rows, columns and headings appropriately. • Select, navigate and reference cells to build formulas and structure spreadsheets clearly. • Create and edit formulas (e.g. =A2*B2, =A3+B3) and apply them across cells to update calculations efficiently. • Apply conversion formulas within spreadsheets to automate unit changes • Create line graphs in 2Calculate by selecting relevant data, choosing a suitable scale, and labelling axes clearly. • Sort data into continuous or discrete categories and choose the correct type of graph or representation for each. • Input weather datasets and analyse them to identify trends, make predictions or determine risks. • Use totals and calculations to compare event costs and stay within a set budget. • Use spreadsheets to plan an event, analyse weather, or cost a holiday, making justified decisions based on evidence • Format spreadsheets with headings, consistent layout, neat tables and correctly labelled graphs to improve readability.
Computing Online Safety	Online Reputation • I can search for information about an individual online and summarise the information found. • I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect Online Bullying • I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences • I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.



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	• I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. • I can identify a range of ways to report concerns and access support both in school and at home about online bullying. • I can explain how to block abusive users. • I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).
PE Knowledge Real Dance – Unit 1 Personal	Real Dance Shapes Solo • To know that I must start with exploring shapes on 2 feet before moving on to 1 foot, remembering not to rush my movement. • To know that I must find the simplest way to go from turning to jumping before moving to the floor, paying attention to which foot I step with. • To know that when jumping, I must control the height of my jump and bend my knees to absorb impact. • To know that I must use as many different ways of moving as possible, including different ways of travelling, floor movements, jumping and turning. Circles Solo • To know that when making large circles with my arm, I should let my body move with the arm to set me in motion. • To know that I must tighten my muscles and keep my leg circles low to begin with to ensure control in my turns. • To know that when jumping, I must control the height of my jump and land on the balls of my feet with knees bent to absorb impact. Artistry Abstraction • To know that I must watch carefully how the silk moves in the air and try to move at the same time. • To know that I must not pretend 'to be' the silk, but instead watch it as it moves and see if I can move like it. • To know that I mustn't rush when linking silk moves with shapes and circles, stay in control. Artistry Musicality • To know that I must count music or sing a melody out loud or in my head if it helps.



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- To know that I must make my body do the opposite of what the music does, for example, move fast to slow music and slowly to fast music.
- To know that I should think about how the music makes me feel and start with making my body replicate what the music does.

Partnering Lifts

- To know that I must pay attention to hand contact with my partner. Ensure security but keep my hands soft and thumbs in.
- To know that I must land on the balls of my feet and bend my knees to absorb impact.
- To know that a focus on timing is important for synchronicity

Artistry Making

- To know that I should create my sequence using a variety of dance elements I feel confident with, using music as an inspiration.
- To know that I should use my core strength to stay balanced, both in shapes and when moving.
- To know the importance of communicating, by focus on my own moves as well as staying aware of what my partner is doing.

Hockey

- To know that tactics are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal.
- To know that marking is when the attacking player has received the ball and you are making it difficult for them to pass the ball on by restricting their options.
- To know that the aim of the game for the attackers is to score a goal. When a team are in possession of the ball they need to work together and apply their understanding of passing, moving and dribbling to create a shooting opportunity.
- To know that a counter attack is a tactic employed by the team gaining possession who immediately attack after regaining the ball from defending the opponent's attack.
- To know that Man-to-Man Marking is a defensive tactic used where each player is assigned to defend and follow the movements of particular player on the opposite team



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	To know that goal side is a defensive tactic used when a defender marks an opponent. This is where the defender positions themselves between the attacker and the goal, increasing the defenders chances of preventing an attack
PE Skills Real Dance – Unit 1 Personal Complete PE – Hockey	Real Dance Shapes Solo I can perform with balance and control when holding a shape and when moving between shapes / landing. I can perform a variety of smooth, graceful movements when moving between shapes, with no stopping between moves. I can perform clear and repeatable shapes and moves. Circles Solo I can perform a diverse range of circle moves, including jumps and turns. I can perform with control when moving, turning, jumping and landing. I can perform exact, repeatable movements, including circles and half-circles rather than ovals. Artistry Abstraction I can perform a range of body movements demonstrating moving like silk. I can perform a diverse range of moves, including linking silk moves with shapes and circles. I can move smoothly and with control when transitioning between moves. Artistry Musicality I can identify musical melody and express it with body movement. I can demonstrate a visible change in movement when music or musical phrase is changed. I can perform a range of shapes, circles and silk moves with control to different music Partnering Lifts I can demonstrate strong start and finish positions. I can perform with balance and control throughout – soft landing, minimum wobble when assisting my partner to jump I can communicate with my partner to ensure correct timing when jumping and lifting.



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	Artistry – Making I can perform a sequence of moves with a partner, executed with confidence and control. I can perform strong and balanced shapes and smooth, fluid and confident movements. I can demonstrate clear strategies of working together in a range of roles from creator to listener, jumper to lifter, first mover to last finisher. Hockey • To pass, move, dribble, shoot, tackle and block accurately and consistently, switching fluidly between attack and defence as possession changes • To begin to create and apply tactics that they can then adapt depending on the games situation • To develop communication skills as they officiate in game based scenarios. • To start to lead their team and manage their games • To always try their best, even when their team is losing.
Music Knowledge and Skills To learn how to play a brass instrument. With “Music for Life”	• To know what a brass instrument is and how to play simple notes on it. • To know basic notation for reading and playing music. • To play in an ensemble with a small group of children. • To know how to play with increasing accuracy in time with others. • To recognise simple rhythm patterns. • To recall sounds from listening.
French Knowledge KS2 only	• Recognise, recall and spell food and drink vocabulary. • Know the determiners for the vocabulary • Learn how to ask for the bill and how to say 'goodbye' and 'thank you' in French. • Pupils will be taught all about French currency. • They will consolidate their knowledge of numbers in order to calculate the bill



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French Skills KS2 only	• Make a noun plural. • Recognise the phonemes – ou, on ,ch, oi, i, in, ique, ille, é, è, e, eau, eux, qu, gne, ç, en, an. • Use cognates to develop reading skills. • Ask and answer questions. • Use conjunctions.	
	National Curriculum End of key Stage 2 Pupils should be able to:	Progression Statements Taken from Schemes of Work e.g. Kapow
Geography Knowledge <u>What is life like in the Alps?</u>	<u>Locational Knowledge:</u> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the	• To know the name of many countries and major cities in Europe and North and South America. • To know some similarities and differences between the UK and a European mountain region. • To know the location of key physical features in countries studied. • To know why tourists visit mountain regions. • To know vegetation belts are areas of the world that are home to similar plant species. • To name and describe some of the world's vegetation belts. • To be aware of some issues in the local area. • To know what a range of data collection methods look like. • To know how to use a range of data collection methods.



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Geography Skills	Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <u>Place Knowledge:</u> - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <u>Human and Physical:</u> - describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <u>Geographical skills and Fieldwork:</u>	- Locating more countries in Europe and North and South America using maps. - Locating major cities of the countries studied. - Locating some key physical features in countries studied on a map. - Locating key human features in countries studied. - Identifying significant environmental regions on a map. - Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns. - Explaining why a locality has changed over time, giving examples of both physical and human features. - Using longitude and latitude when referencing location in an atlas or on a globe. - Describing and explaining similarities between two environmental regions studied. - Describing and explaining differences between two environmental regions studied. - Understanding how climates impact on trade, land use and settlement. - Describing and understanding the key aspects of the six biomes. - Describing and understanding the key aspects of the six climate zones. - Understanding some of the impacts and causes of climate change.
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	• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	• Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. • Recognising geographical issues affecting people in different places and environments. • Describing and explaining how humans can impact the environment both positively and negatively, using examples. • Confidently using and understanding maps at more than one scale. • Using atlases, maps, globes and digital mapping to locate countries studied. • Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. • Using the scale bar on a map to calculate distances. • Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. • Following a short pre-prepared route on an OS map. • Choosing the best approach to answering an enquiry question. • Making sketch maps of areas studied including labels and keys where necessary. • Selecting appropriate methods for data collection. • Designing interviews/questionnaires to collect qualitative data.
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		• Conducting interviews/questionnaires to collect qualitative data. • Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. • Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings
D & T Electrical systems - Wobblebots Knowledge	• Investigate motors by creating circuits • Make a motorised product and test its function. • To apply knowledge of circuits to experiment with product design. • To design a motorised product for a specific purpose. • To make and evaluate the effectiveness of a motorised product.	Design • Environmental impact is how the product and making the product might affect the environment. • Original and innovative ideas are different from what has been made before. • Annotations are detailed labels and comments on diagrams. • Improving on prototypes can help to improve the final design. • Materials and equipment lists help to plan better. Make • Research can help decide which materials are best for both aesthetics and functional properties. • Some equipment can work well with other equipment. • Risks are things that might go wrong.



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		• The shape of an object can affect both its aesthetics and function. <u>Evaluate</u> • Looking at other designers' work can help inform designs. • Evaluating their designs in detail will help them understand their successful and less successful parts. • That explaining how they used feedback to improve their design can help them create better products in the future. <u>Technical Knowledge</u> • An electric motor converts electricity into rotational movement. • A motorised product is one which uses a motor to function. • The names of components that can form an electrical system.
D & T Skills		<u>Design</u> • Creating more complex design criteria that require considering detailed user needs, environmental impact, materials and cost. • Developing more independence in generating ideas. • Using a series of prototypes to refine and improve their designs. <u>Make</u>



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- Producing lists of equipment, materials and tools that they need for a task.
- Creating a step-by-step plan for making.
- Selecting materials, components or ingredients based on research or user needs.
- Understanding and explaining the importance of each safety rule.
- Applying safety instructions consistently.
- Balancing aesthetics and functionality when creating parts of a design.

Evaluate

- Reflecting on the usability, aesthetics, innovation and sustainability of products and discussing how design choices impact these aspects.
- Considering alternative materials, tools or techniques that could enhance the product.
- Incorporating feedback from peers or users to improve their product further, explaining the changes they made and the impact they had.

Technical knowledge

- Beginning to understand that electricity flows around a circuit.
- Using different components to produce different results from electrical systems.
- Creating working electrical circuits with a wider variety of electrical components.



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RHE/PHSE/SMSC (Relationships and Health Education)	RHE Module 2 : Created to Love Others • Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions. Apply this approach to personal friendships and relationships. • Learn about prejudice, bullying and discrimination: what they mean and how to challenge them. Learn about protected characteristics from the Equality Act 2010 such as race, age and disability. Know that everyone is made in the image of God, loved unconditionally by Him, has equal dignity and is deserving of equal respect. Remembrance day Anti Bullying activities	
Mental Health and Wellbeing Safeguarding Curriculum Links	• Developing positive and respectful relationships. • Understanding how feelings affect behaviour. • Recognising and reporting bullying, prejudice and discrimination. • Promoting equality, inclusion and respect for diversity. • Knowing how to seek help from trusted adults. • Science- the human body	