



Year 3: Animals Including Humans



Kindness Enjoyment Achievement

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| <p><u>Key concepts:</u> Know that the skeleton has 3 functions: To protect vital organs - the brain and heart To allow movement To support the body .</p> <p>Different animals have different skeletons; there are 3 different types of skeleton: Exoskeleton- outside the body Endoskeleton- inside the body <i>(Hydrostatic skeleton- flexible skeleton filled with fluid- light touch)</i></p> <p>All vertebrates have internal skeletons. Many invertebrates have exoskeletons (external skeletons)</p> <p>Main parts of human skeleton: skull, jaw bone, ribs, spine, pelvis, arm bones: humerus, radius and ulna; leg bones:</p> <p>3 different types of joint: ball and socket, sliding, hinge.</p> | <p><u>Types of enquiry:</u> <u>Sorting and classifying:</u> Sort food into food groups. Sort animals by skeleton type & by whether they are vertebrates or invertebrates. Name muscles and bones. <u>Fair test:</u> Test foods for saturated fats: size of grease stain. Childrens enquiry question based on the skeleton. <u>Use of secondary sources:</u> Use books to find out about the food groups. Use online nutrition calculators to compare foods Use food labels to answer enquiry questions. Use books and diagrams to name bones. <u>Change over time:</u></p> <p><u>Pattern seeking:</u> Investigate enquiry questions based on skeletons such as Can people with longer legs run faster? - children's choice.</p> | <p><u>Vocabulary:</u> Vertebrates Invertebrates Skeleton Exoskeleton Endoskeleton Hydrostatic skeleton Joints Muscles Contract Relax Nutrients Nutrition Carbohydrates Protein Fat Vitamins fibre</p> <p><u>How it fits in with the rest of the curriculum:</u> Y1: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> |
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| <p>Bones are connected at joints. Muscles connect to bones and move them when they contract. Muscles work in pairs by contracting and relaxing. Ligaments hold bones together.</p> <p>Some muscles are voluntary and some are involuntary. The heart is an example of an involuntary muscle. Muscles get stronger with exercise.</p> <p>Humans cannot make their own food, but plants can. (there is no need to go into details of photosynthesis). Consequently, to stay healthy, humans need to eat a balanced diet.</p> <p>A balanced diet consists of a mix of proteins, carbohydrates, vitamins and minerals, fats and fibre. We should aim to cut our consumption of fats, sugars and salt.</p> | <p><u>Working scientifically skills:</u></p> <p><u>Questioning:</u> Recognise when and how secondary sources might help them to answer questions that can't be answered through practical investigations. Use sentence stems with support. Following a scientific experience, the children ask further questions which can be answered by extending the same enquiry</p> <p><u>Observing:</u> Use tape measures/ timers for observations</p> <p><u>Identify and classify:</u> Name bones Sort food groups</p> <p><u>Testing:</u> Follow their own plan to investigate skeleton question.</p> <p><u>Recording:</u> Record measures in tables.</p> <p><u>Communicating:</u> Present findings about how much sugar is in different foods: oral & graph.</p> <p><u>Concluding:</u> draw conclusions based on their evidence and current subject knowledge.</p> | <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Y2: Know that animals, including humans have offspring which grow into adults. Find out and describe the basic needs of animals, inc humans, for survival (air, water and food) Describe the importance for humans of exercise, eating the right amounts of different foods and hygiene. Y4: Describe the function of basic parts of the digestive system. Identify the different types of teeth and their functions in humans and other animals. (link to diet)</p> <hr/> <p><u>Where else in the curriculum will they encounter this?</u> PE: warm ups and cool downs; stretches. Wellbeing: staying healthy. Art?</p> |
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| | <p>Children interpret their data to generate simple comparative statements based on their evidence. They begin to identify naturally occurring patterns and causal relationships. They identify ways in which they adapted their method as they progressed</p> | |
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