

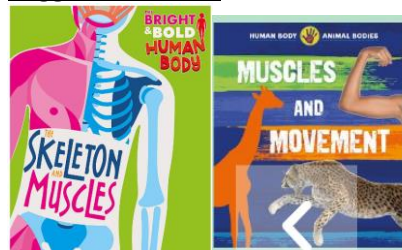
Subject: Science
 Year group: 3
 Term: Summer
 Unit name: Animals including humans
 Strand: Biology

Prior Knowledge - The parts of the human body and what they do. There are five types of vertebrates (mammals, fish, reptiles, amphibians, birds). Vertebrates are animals that have a backbone. Invertebrates are animals that do not have a backbone. All animals need water, air and food to survive. The different ways in which humans can be healthy.

Key Vocabulary: Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, support, protect, skull, ribs, spine, muscles, joints.

Key Scientists:
 Physiotherapists

Suggested books:





















National curriculum:

- I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

Working Scientifically:

- Asking relevant questions and using different types of scientific enquiry to answer them.
- Setting up simple practical enquiries, comparative, and fair tests.
- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
- Gathering, recording, classifying, and presenting data in a variety of ways to help in answering questions.
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Using results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further questions.
- Identify differences, similarities or changes related to simple scientific ideas and processes.
- Use straightforward scientific evidence to answer questions or to support their findings.

C	H
Compassion	Hope
<p>When Jesus arrived, he saw a large crowd. He felt sorry for them and healed those who were sick.</p> <p>Matthew 14:14</p>	<p>I say this because I know what I have planned for you," says the Lord. "I have good plans for you. I don't plan to hurt you. I plan to give you hope and a good future.</p> <p>Jeremiah 29:11</p>

Key learning objectives **EXTENSION LESSONS AVAILABLE FOR THIS UNIT. CHECK PLYMOUTH MEDIUM TERM PLANNING**		
Knowledge	Working Scientifically	Scientific Enquiry
To identify that humans and some other animals have skeletons and muscles for support, protection and movement.	To locate and label the bones in the body accurately. 	To research the bones in the skeletal system. 
To identify that humans and some other animals have skeletons and muscles for support, protection and movement.	To answer questions about the uses of our bones. 	To identify and classify parts of the human skeletal system. 
To identify that humans and some other animals have skeletons and muscles for support, protection and movement.	To identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	To identify and classify animals into vertebrate and invertebrates. 
To identify that humans and some other animals have skeletons and muscles for support, protection and movement.	To make predictions from questions raised. 	To look for patterns between the amount of water compared to solid for protection. 
To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.	To record my results in a table. 	To research the nutritional values of foods by reading data from food labels. 
To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.	To explain what I have found out by applying my scientific knowledge. 	To identify and classify different food groups. 
Scientific Enquiry Key	Comparative / fair testing Changing one variable to see its effect on another, whilst keeping all others the same. 	Pattern-seeking Identifying patterns and looking for relationships in enquiries where variables are difficult to control. 
	Research Using secondary sources of information to answer scientific questions. 	Identifying, grouping and classifying Making observations to name, sort and organise items. 
	Observation over time Observing changes that occur over a period of time ranging from minutes to months. 	Problem-solving Applying prior scientific knowledge to find answers to problems. 
Assessment- Key indicators: <ul style="list-style-type: none"> • Can name the nutrients found in food. • Can state that to be healthy we need to eat the right types of food to give us the correct amount of these nutrients. • Name some bones that make up the skeleton giving examples that support, help them move or provide protection. • Can describe how muscles and joints help them to move. Classify food groups (high/low nutrients), answer q's about nutrients in food, use data to look for patterns. Give similarities and differences between skeletons. 		