Year 3 – Animals, including humans

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| Prior Learning | Year 3 | Future Learning | Vocabulary |
| * Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 – Animals, including humans) * Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 – Animals, including humans) * Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals). (Y1 – Animals, including humans) * Find out about and describe the basic needs of animals, including humans, for survival. (Y2 – Animals, including humans) * Describe the importance for humans of exercise, eating the right types and amounts of food, and hygiene. (Y2 – Animals, including humans) | * 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. (Y3 – Animals, including humans) * Identify that humans and some other animals have skeletons and muscles for support, protection and movement. (Y3 – Animals, including humans) | * Children can describe basic functions of the digestive system (Y4 – Animals, including humans) * Identify the different types of teeth in humans and their simple functions. (Y4 – Animals, including humans) (Y4 – Animals, including humans) * Construct and interpret a variety of food chains, identifying producers, predators and prey. (Y4 – Animals, including humans) * Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. (Y6 – Animals, including humans) | bones, contract, endoskeleton, exoskeleton,  joints, muscles, organs, skeleton, tendons, vertebrate, nutrition, minerals |

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| Key Learning | Possible Activities… |
| Animals, unlike plants which can make their own food, need to eat in order to get the nutrients they need. Food contains a range of different nutrients that are needed by the body to stay healthy – carbohydrates including sugars, protein, vitamins, minerals, fibre, fat, sugars, water. A piece of food will often provide a range of nutrients.  Humans and some other animals have skeletons and muscles which help them move and provide protection and support | * Classify food in a range of ways * Use food labels to explore the nutritional content of a range of food items * Use secondary sources to find out they types of food that contain the different nutrients * Use food labels to answer enquiry questions e.g. How much fat do different types of pizza contain? How much sugar is in soft drinks? * Plan a daily diet contain a good balance of nutrients * Explore the nutrients contained in fast food * Use secondary sources to research the parts and functions of the skeleton * Investigate pattern seeking questions such as   + Can people with longer legs run faster?   + Can people with bigger hands catch a ball better? * Compare, contrast and classify skeletons of different animals |
| Working Scientifically | Common Misconceptions |
| Pupils might work scientifically by:  identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They might research different food groups and how they keep us healthy, and design meals based on what they find out. | Some children may think:   * certain whole food groups like fats are bad for you * certain specific foods, like cheese, are also bad for you * diet and fruit drinks are good for you * snakes are similar to worms so they must be invertebrates * invertebrate shave no form of skeleton |
| Key Scientists |
| * **Justus von Liebig (mid-1800s)** – importance of carbohydrates * **Marie Curie (1867-1934)** **–** Radiation * **Wilhelm Rontgen (1845-1923) –** discovery of X-Rays * **Adelle Davis (1904-1974) -** nutritionist |