



Science Unit Planner Year: 3 Title: Animals, including humans- Growing and feeding

<b>Unit Overview</b>	Pupils will explore at what humans and animals need to survive and what they need to stay healthy. Pupils will look at the diet of different animals and humans, as they need to eat the right types and amount of nutrition because they cannot make their own food. Pupils will explore the human skeletal and muscular systems.	
<b>Prior Learning/ Links</b>	EY – Children learn about their bodies and how to keep healthy. KS1 – Children learn about life cycles, a healthy lifestyle and how humans feed and grow over time.	
<b>Unit Title:</b>	<b>Substantive Knowledge</b>	<b>Disciplinary Knowledge</b>
<b>Key Questions:</b>  What do human and animals, need to survive?  What do they need to be healthy?  Where do humans get their food from?  What is the skeletal system?  What is the muscular system?  What are muscles?  Which animals do/ do not have skeletons?	<ul style="list-style-type: none"> <li>• Know that Humans and animals need certain things to survive; Air, water, food and shelter. – this is their habitat.</li> <li>• To be healthy, humans and animals need; A balanced diet full of nutrients, regular exercise and to keep clean (hygiene), sleep and be able to keep well mentally.</li> <li>• Know that humans need food to survive – they cannot make their own nutrients.</li> <li>• The human skeletal and muscular systems work together to aid support, protection and movement.</li> <li>• Children should know parts of the skeleton: Skull, clavicle, ribs, radius, vertebrae, pelvis, femur,</li> <li>• Children know that muscles are the soft tissue that hold our bones together. The can contract and relax – allowing us to move our bodies.</li> <li>• Children can ask questions and find information from different sources to answer them.</li> </ul>	<b>Questioning and Planning</b> Ask relevant questions  <b>Observation and Measurement</b> Observe how humans change as they grow Compare diets of different animals. Group and try new foods. Investigate which animals do/do not have skeletons.  <b>Recording and Presenting</b> Present findings in a variety of ways  <b>Analysing and Evaluating</b> Use results to draw conclusions, support findings and to evaluate the effectiveness of the enquiry.
<b>Vocabulary</b>	<b>Trips/ Visits/Useful Websites/ Resources</b>	<b>Key Misconceptions:</b>
<b>Substantive:</b>  Nutrition Diet	<b>Websites:</b>  <a href="#">Animals and food - BBC Bitesize</a>	<ul style="list-style-type: none"> <li>• What humans and animals need to survive and to be healthy are the same thing.</li> <li>• All animals have skeletons.</li> </ul>



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<p>Exercise Healthy Bones Muscles Tissue Contract Relax</p> <p><b>Disciplinary:</b></p> <p>Relevant questions Enquiry Accurate Results Conclusion Evaluate Evidence</p>	<p><a href="#">How do your muscles work? - BBC Bitesize</a></p>	<ul style="list-style-type: none"><li>• Misconceptions around making/producing food- because we make meals humans can 'make' their own food</li><li>• Misconceptions around where foods come from, particularly meat from different animals.</li></ul>
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