

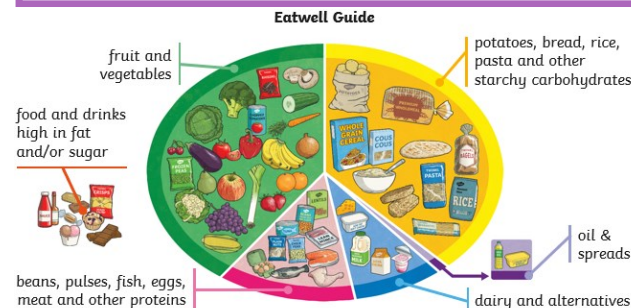


Vocabulary I need to know

nutrients	Substances that living things need to stay alive and healthy including: carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water
skeleton	A structure that provides movement, support and protection to a body
Vertebrate	Animal with a backbone
Invertebrate	Animal without a backbone
muscles,	Soft tissues in the body that contract and relax to cause movement
joints,	Where two or more bones join together to enable movement
Skull	A bone that protects the brain
Spine	A series of bones that together support the ribs and skull
Ribs	Bones that protect the heart and lungs

Things I already know before I start the journey

- 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, including pets). (Y1 - Animals, including humans)
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). (Y2 - Animals, including humans)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Y2 - Animals, including humans)



Things I need to know by the end of the journey

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 – carbohydrates (including sugars), protein, vitamins, minerals, fats, sugars, water – and fibre that are needed by the body to stay healthy. 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.

- Know the names of nutrients found in food
- Know that to be healthy we need to eat the right types of food to give us the correct amount of these nutrients
- Know the names of some bones that make up their skeleton, giving examples that support, help them move or provide protection
- Know how to describe how muscles and joints help them to move

LO: To know how to sort foods into food groups and find out about the nutrients that different foods provide.

LO: To explore the nutritional values of different foods by gathering information from food labels.

LO: To sort animal skeletons into groups, discussing patterns and similarities and differences.

LO: To know the function of the skeleton

LO: To know names and functions of some muscles in the body

LO: To know how to investigate patterns in science

Classify food in a range of ways

Use food labels to explore the nutritional content of a range of food items.

Compare, contrast and classify skeletons of different animals.

Use secondary sources to research the functions of the skeleton.

Use secondary sources to research and name muscles in the body.

Investigate patterns asking questions such as: • Can people with longer legs run faster?