Science – Year 3

Autumn 2	Animals, including humans					
Prior learning	Animals including Humans: Year 1 – parts of the human body; Year 2 Growth and Lifecycles					
Lesson objective	Explore the 5 key food groups	Learn about the nutrition in the food we eat	Learn about the different types of skeletons	Learn about the human skeleton	Learn about animals and their skeletons	Explore the role of muscles
Key vocabulary	Nutrition, carbohydrate, protein, vitamin, mineral	nutrition label, portion, energy, balanced diet	Vertebrate, invertebrate, endoskeleton, exoskeleton, hydrostatic skeleton	Humerus, ulna Radius, tibia, fibular	Endoskeleton, vertebrate, skull, rib cage, spine	Muscle, contract, hamstrings, biceps, diaphragm
Creative context						
Substantive knowledge	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	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	Identify that humans and some other animals have skeletons and muscles for support, protection and movement	Identify that humans and some other animals have skeletons and muscles for support, protection and movement	Identify that humans and some other animals have skeletons and muscles for support, protection and movement	Identify that humans and some other animals have skeletons and muscles for support, protection and movement
Disciplinary knowledge	Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions	Using straightforward scientific evidence to answer questions or to support their findings	Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables	Identifying differences, similarities or changes related to simple scientific ideas and processes	Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
Recorded learning	Whole class: identify some foods and sort them	Provide a range of food packets. Children look at the	Carry out research on the animals provided. Using	Cut out and assemble a human skeleton, labelling	Match different animals to their endoskeletons. Use	Using a template and some split pins, children to create

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	according to the 5 key groups. Independent: draw pictures of food, using the table provided to sort into groups. Write about how each food group benefits their bodies.	nutrition labels and decide if the product is suitable as a healthy choice or an occasional treat. Identify which ingredients or food group makes it healthy or unhealthy.	either the internet or books, children to find out what type of skeleton it has.	the main bones: skull, rib cage, spine, humerus, ulna, radius, femur, tibia and fibula.	a word bank to identify and label the major bones, such as the skull, rib cage, tusk, pelvis and spine. Discuss the similarities and differences between the skeletons.	their own model of the human arm, with biceps and triceps pulling the lower arm up and down accordingly.
Future learning	Animals including humans: 4 digestion; Year 5 Human development to old age; Year 6 circulation					