



The Canons CE Primary School



Year 3 – Animals, Including Humans

Year 3 – Animals, Including Humans				
Prior Learning	In Year 3	Future Learning		
In Year 1 children will be taught to: - describe parts of the human body - know which parts of the human body are associated with each sense - identify and name the basic parts of the human body - recognise herbivores, carnivores and omnivores from the animals that they know - describe the terms herbivore, omnivore and carnivore - recognise, and describe, animals in their local environment - describe the similarities and differences between fish, amphibians, reptiles, birds and mammals - name certain fish, amphibians, reptiles, birds and mammals. In Year 2 children will be taught to: - recognise why hygiene is important and what they must do to be hygienic - describe what should be included in a human's balanced diet - describe the importance of exercise for humans - describe the basic needs of animals, including humans, for survival - identify what the basic needs are for animals, including humans, for survival - identify that animals have offspring which grow into adults.	In Year 3 children will be taught to: - describe what would happen if a human did not have a skeleton - identify animals with and without skeletons - describe the function of muscles in humans - describe the function of a skeleton in humans - research and design their own balanced diet using different food groups - describe why animals need the right type and amount of nutrition - identify that animals, including humans, get their nutrition from what they eat. <table><tr><th>Key Vocabulary</th></tr><tr><td>nutrients, nutrition, carbohydrates, protein, fats, vitamins, minerals, sugars, water, fibre, skeleton, bones, joints, muscles, skull, ribs, spine, endoskeleton, exoskeleton, hydrostatic skeleton, vertebrates, invertebrates, muscles, contract, relax, support, protect, move</td></tr></table>	Key Vocabulary	nutrients, nutrition, carbohydrates, protein, fats, vitamins, minerals, sugars, water, fibre, skeleton, bones, joints, muscles, skull, ribs, spine, endoskeleton, exoskeleton, hydrostatic skeleton, vertebrates, invertebrates, muscles, contract, relax, support, protect, move	In Year 4 children will be taught to: - interpret food chains and create their own - describe how to look after their teeth - compare the teeth of herbivores and omnivores - identify and describe the different types of teeth in humans and how they function - identify and describe the basic parts of the human digestive system. In Year 6 children will be taught to: - describe how to keep their body healthy - recognise the impact of drugs, alcohol and smoking on the human body - recognise the impact of an unhealthy diet - describe how water and nutrients are transported around the body. (<i>Animals, including Humans</i>) - describe the main features of particular groups such as vertebrates and invertebrates. (<i>Living things and their habitats</i>)
Key Vocabulary				
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Famous Scientists	Common Misconceptions	Possible Evidence to be Secure
• Marie Curie – radiation/x-rays • Adelle David – 20th century nutritionist • Diane France (1954 - present) - solves mysteries and crimes by deciphering the stories bones tell her	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 also be invertebrates • invertebrates have no form of skeleton.	Children can: • name the nutrients found in food • 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 their skeleton, giving examples that support, help them move or provide protection • describe how muscles and joints help them to move.



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Working Scientifically

National Curriculum Statutory Requirements

1. Ask relevant questions and use different types of scientific enquiries to answer them.
2. Set up simple practical enquiries, comparative and fair tests.
3. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
4. Gather, record, classify and present data in a variety of ways to help in answering questions.
5. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
6. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
7. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
8. Identify differences, similarities or changes related to simple scientific ideas and processes.
9. Use straightforward scientific evidence to answer questions or to support their findings.

Highlighted = main focus during this topic

Teaching Ideas – Different Types of Scientific Enquiry

Comparative and Fair Testing	Identifying and Classifying	Observation Over Time	Pattern Seeking	Research
How does the skull circumference of a girl compare with that of a boy? How does the angle that your elbow/knee is bent affect the circumference of your upper arm/thigh?	How do the skeletons of different animals compare? How can we group the food that we eat?		Do male humans have larger skulls than female humans? Are you more likely to have bad eye sight and to wear glasses if you are older?	Why do different types of vitamins keep us healthy and which foods can we find them in?

Teaching Ideas – How Pupils Could Work Scientifically

Teaching Ideas – Possible Evidence to be Secure

(Bracketed Number = National Curriculum Statutory Requirement Link)

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| <ul style="list-style-type: none"> Classify food in a range of ways. (4) Use food labels to explore the nutritional content of a range of food items. (1, 9) Use secondary sources to find out the types of food that contain the different nutrients. (9) 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? (1, 9) Plan a daily diet to contain a good balance of nutrients. (9) Explore the nutrients contained in fast food. (9) Use secondary sources to research the parts and functions of the skeleton. (9) Investigate patterns asking questions such as: can people with longer legs run faster? Can people with bigger hands catch a ball better? (1, 2, 4) Compare, contrast and classify skeletons of different animals. (4) | <p>Children can:</p> <ul style="list-style-type: none"> classify food into those that are high or low in particular nutrients (4) answer their questions about nutrients in food, based on their gathered evidence (1) talk about the nutrient content of their daily plan (6, 9) use their data to look for patterns (or lack of them) when answering their enquiry question (4, 5, 6) give similarities e.g. they all have joints to help the animal move, and differences between skeletons. (6, 9) |
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