Animals inc Humans – Year 3 Unit – Spring 1st – Year A

Retrieval vocab:	**Previous learning**	**Links with Vision and Values.**
New Vocab Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, support, protect, move, skull, ribs, spine, muscles, joints	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)	*Stimulate in every child a sense of curiosity and excitement about the world*

	Working scientifically/ enquiry focus	**Curriculum Strand/ Focus**	**Small step objective**	**Previous learning within the unit.**	**Lesson content**	**Outcome**
1	Identify and classify	Animals inc Humans	To sort foods into food groups and find out about the nutrients that different foods provide.	*NA*	What types of nutrition do we need?	**The children can**: explain the things that animals and humans need to survive and stay healthy. Sort foods into their relevant food groups. Describe the nutrients provided by a range of foods.
2	Research	Animals inc Humans	Identify the nutritional values of different foods by gathering information from food labels.	Explain the things that animals and humans need to survive and stay healthy. Sort foods into their relevant food groups. Describe the nutrients provided by a range of foods.	What do food labels tell us about the nutritional value of foods?	**The children can**: Answer questions about food nutrition by gathering information on food labels.

3	Identify and classify	Animals inc Humans	Sort animal skeletons into groups, discussing patterns and similarities and differences	*As above* *Answer questions about food nutrition by gathering information on food labels.*	What different types of skeletons are there?	**The children can**: Explain what vertebrates and invertebrates are and give some examples of each. Sort animals according to their skeleton type. Discuss the advantages and disadvantages of different skeleton types. Begin to explore how animals with different skeletons move
4	Comparative/ fair testing	Animals inc Humans	Learn about the human skeleton and carry out a fair test.	*As above* *Explain what vertebrates and invertebrates are and give some examples of each. Sort animals according to their skeleton type. Discuss the advantages and disadvantages of different skeleton types. Begin to explore how animals with different skeletons move*	What are the different bones in the human skeleton called? How can we investigate the question: Can those with longer femurs jump further?	**The children can**: Label some parts of a human skeleton on a diagram. Explain how to make a test fair. Take careful measurements and record these on a table. Draw conclusions from the results of an investigation
5	Comparative/ fair testing	Animals inc Humans	Design and carry out investigation on the human skeleton.	*As above* *Label some parts of a human skeleton on a diagram. Explain how to make a test fair. Take careful measurements and record these on a*	What question about the human skeleton can we investigate?	**The children can**: Set own scientific question to investigate. Explain how to make a test fair. Decide what to measure and take careful measurements.

				table. Draw conclusions from the results of an investigation.		
6	Research	Animals inc Humans	Explain how bones and muscles work together to create movement.	*As above* *Set own scientific question to investigate. Explain how to make a test fair. Decide what to measure and take careful measurements.*	How do our muscles work?	**The children can:** explain how the bicep and triceps muscles work.