

Science

Year 3 – Autumn 1 – Animals including Humans

National Curriculum / End Point Statement				
<p>Animals including Humans</p> <ul style="list-style-type: none"> 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 <p>Working Scientifically</p> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings 				
Lesson 1	Lesson 2	Lesson 3	Lesson 4 (TAPS)	Lesson 5
Reactivate previous knowledge – KS1 – what animals need to survive, basic needs. WALT describe the basic needs of animals	WALT identify that animals need the right type of nutrition	WALT identify that animals need the right amount of nutrition	WALT gather and record data	WALT create a balanced meal based on our knowledge of healthy diets.
In Focus – What do animals need to stay alive? What are their basic needs? What do humans need to stay healthy?	In Focus - https://explorify.uk/en/activities/odd-one-out/fuel-up	In Focus - https://explorify.wellcome.ac.uk/en/activities/odd-one-out/pull-together	In Focus - https://app.discoveryeducation.co.uk/learn/videos/44e3c950-9fd4-4e48-9b39-402a92f0ede3	In Focus - https://explorify.uk/en/activities/the-big-question/how-many-vegetables-should-i-eat
Success Criteria				
I know what the basic needs on an animal are I can explain what a human needs to do to stay healthy. I know that animals can be herbivores, omnivores and carnivores	I can name the main food groups I can give you examples from each of the different food groups	I know that animals need different amounts of food to stay healthy I can name the main food groups I can give you examples from each of the different food groups	I can gather data about nutrition I know how food labelling can help me make the right food choices	I know what the five food groups are I know what makes a balanced diet I know what nutrients we need I know what the Eatwell Guide and I can use it to explain healthy food choices

Science

Year 3 – Autumn 1 – Animals including Humans

<i>I know how animals find their food</i>				
Suggested Outcome				
Children can explain what an animal's basic needs are and how a human can stay healthy.	Children can name the different food groups and give examples of them	Children.	Children gather information from the labelling on food (traffic light system)	

Vocabulary	NC links
nutrition, protein, carbohydrate, minerals, vitamins, fats, sugars, balanced diet, stomach	Geography – habitats PE, PSHE

Key Learning	
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.	
Possible Evidence	Common Misconceptions
<ul style="list-style-type: none"> • Can name the nutrients found in food • Can state that to be healthy we need to eat the right types of food to give us the correct amount of these nutrients • Can classify food into those that are high or low in particular nutrients • Can answer their questions about nutrients in food, based on their gathered evidence • Can talk about the nutrient content of their daily plan 	<p>Some children may think:</p> <ul style="list-style-type: none"> • 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
Notable Scientists	
Adelle Davis – nutritionist	
CPD opportunity	
https://www.reachoutcpd.com/courses/upper-primary/food-and-feeding/	
Useful Links	
<ul style="list-style-type: none"> • https://app.discoveryeducation.co.uk/learn/channels/channel/a175182af29d4bcb92aa80f24b6e460f • https://www.bbc.co.uk/bitesize/topics/zrffr82 	

Science

Year 3 – Autumn 1 – Animals including Humans

Animals, including humans

Early learning goal	<ul style="list-style-type: none">• Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.
Year 1	<ul style="list-style-type: none">• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.• Identify and name a variety of common animals that are carnivores, herbivores and omnivores.• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Year 2	<ul style="list-style-type: none">• Notice that animals, including humans, have offspring which grow into adults.• Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.• Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. (Y2 - Living things and their habitats)
Year 3	<ul style="list-style-type: none">• 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.