

# Science

## Year 3 – Autumn 2 – Animals including Humans

<b>National Curriculum / End Point Statement</b>					
<p><b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>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</li> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>asking relevant questions and using different types of scientific enquiries to answer them</li> <li>setting up simple practical enquiries, comparative and fair tests</li> <li>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>using straightforward scientific evidence to answer questions or to support their findings</li> </ul>					
<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5 (TAPS)</b>	<b>Lesson 6</b>
Reactivate previous knowledge – KS1 – naming body parts of animals inc humans WALT name the key parts of a skeleton	WALT explain the function of a skeleton	WALT name the main organs of the body	WALT describe how muscles help us move	WALT ask questions and use scientific enquiry to answer those questions	
In Focus – <a href="https://www.youtube.com/watch?v=e54m6XOpRgI">https://www.youtube.com/watch?v=e54m6XOpRgI</a>	In Focus - <a href="https://explorify.uk/en/activities/odd-one-out/funny-bones">https://explorify.uk/en/activities/odd-one-out/funny-bones</a>	In Focus - <a href="https://explorify.uk/en/activities/zoom-in-zoom-out/light-as-air">https://explorify.uk/en/activities/zoom-in-zoom-out/light-as-air</a>	In Focus - <a href="https://explorify.uk/en/activities/odd-one-out/hanging-out">https://explorify.uk/en/activities/odd-one-out/hanging-out</a>	In Focus - <a href="https://app.discoveryeducation.co.uk/learn/videos/44e3c950-9fd4-4e48-9b39-402a92f0ede3">https://app.discoveryeducation.co.uk/learn/videos/44e3c950-9fd4-4e48-9b39-402a92f0ede3</a>	
<b>Success Criteria</b>					
I can name a variety of body parts I can name some key parts of a skeleton	I know why we need a skeleton I know that a skeleton is needed for protection and support		I know what a muscle is I know that muscles help us move	I can ask scientific questions I can think of ways to find answers to my questions	

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	I can explain what a skeleton protects (main organs in the body)		I can tell you what contract and relax means	I can describe how I would find answers to my questions	
<b>Suggested Outcome</b>					
Children will reactivate knowledge from KS1 and begin to apply this to their own body/skeleton. Point to the parts where	Children will be able to label the key parts of a skeleton Use the Virtuali-tee technology to give children an understanding of the protection skeletons offer to the main organs		Children create a card model of a muscle to understand the movement and terms 'contract' and 'relax'	Children can think of statements linked with skeletons e.g. Do people with longer legs run faster than those with shorter legs? Do all children in year 6 have larger skulls than children in year 3? Etc They then explain how they could find the answer out.	

<b>Vocabulary</b>	<b>NC links</b>
skeleton, skull, spine, ribcage, pelvis, femur, calcium, muscle, contract, relax, reflex, brain, heart, lungs, stomach, kidneys, protein, healthy diet	DT PE PSHE Science – Yr2 Animals, Living things, Yr3 plants

<b>Key Learning</b>	
Humans, and some other animals, have skeletons and muscles which help them move and provide protection and support.	
<b>Possible Evidence</b>	<b>Common Misconceptions</b>
<ul style="list-style-type: none"> <li>• Can name some bones that make up their skeleton, giving examples that support, help them move or provide protection</li> <li>• Can describe how muscles and joints help them to move</li> <li>• Use their data to look for patterns (or lack of them) when answering their enquiry question</li> <li>• Can give similarities e.g. they all have joints to help the animal move, and differences between skeletons</li> </ul>	Some children may think: <ul style="list-style-type: none"> <li>• snakes are similar to worms, so they must also be invertebrates</li> <li>• invertebrates have no form of skeleton</li> <li>• animals all have the same type of skeleton</li> </ul>
<b>Notable Scientists</b>	
Marie Curie Wilhelm Rontgen	
<b>CPD opportunity</b>	
<a href="https://www.reachoutcpd.com/courses/upper-primary/body-systems/">https://www.reachoutcpd.com/courses/upper-primary/body-systems/</a>	
<b>Useful Links</b>	
<ul style="list-style-type: none"> <li>• <a href="https://www.bbc.co.uk/bitesize/topics/z9339j6">https://www.bbc.co.uk/bitesize/topics/z9339j6</a></li> </ul>	

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- <https://app.discoveryeducation.co.uk/learn/channels/channel/a175182a-f29d-4bcb-92aa-80f24b6e460f>

### Animals, including humans

<b>Early learning goal</b>	<ul style="list-style-type: none"><li>• 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.</li></ul>
<b>Year 1</b>	<ul style="list-style-type: none"><li>• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li><li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li><li>• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</li><li>• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li></ul>
<b>Year 2</b>	<ul style="list-style-type: none"><li>• Notice that animals, including humans, have offspring which grow into adults.</li><li>• Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li><li>• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li><li>• 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)</li></ul>
<b>Year 3</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li></ul>