Year 3 – Animals including humans (biology, chemistry, physics)

NC objectives

- 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.

Prior learning

- 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)

Future Learning

- Describe the simple functions of the basic parts of the digestive system in humans. (Y4 - Animals, including humans)
- Identify the different types of teeth in humans and their simple functions. (Y4 - Animals, including humans)
- Construct and interpret a variety of food chains, identifying producers, predators and prey. (Y4 - Animals, including humans)
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. (Y6 - Animals, including humans)

Key vocabulary

Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, joints, support, protect, move, skull, ribs, spine

Common misconceptions

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.

Areas of enquiry	Hook suggestions
• Observation over time – What physical changes occur when we exercise? • Comparative and fair testing – How does the skull circumference of a boy compare to that of a boy? • Identifying and classifying – How can we group the food that we eat? • Pattern seeking – Do male humans have larger skulls than female humans? • Researching using secondary sources - Why do different types of vitamins keep us healthy and which foods can we find them in?	<u>Books</u> Stone Soup (Traditional Tale) <u>Scenarios</u> Michael says that all animals must have skeletons otherwise they wouldn't be able to move. (Identifying, grouping & classifying)