

Y3 – Animals including humans

Inspiration

Creativity – problem solving

Partnership with parents

Key Questions

- What does each food group provide nutritionally?
- How many portions of food from different food groups should we eat each day?
- What is a carnivore/herbivore/omnivore?
- What are food chains and webs?
- What are skeletons and muscles and what do they do?
- Do people who are taller run faster?

Working Scientifically

- 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.

Also covered in:

Y2 – Animals including humans
Y5 – Animals including humans

By the end of this unit, children will be able to:

- Understand that animals cannot make their own food and get nutrition from what they eat
- Describe a balanced diet (food groups and their proportions)
- Understand the meaning of and name carnivores, herbivores and omnivores
- **Name and describe the functions of the musculoskeletal system**
- Use scientific enquiries to ask and answer relevant questions
- Complete comparative and fair tests
- Use equipment to make accurate measurements
- Use results to draw simple conclusions

Knowledge

- All living things get their energy from the sun, directly from the sun (producer) or indirectly as a consumer (plant)
- Bread, cereals and potatoes, pasta and rice are known as carbohydrates. They give us energy over a long period of time.
- Fruit and vegetables help us because they give us vitamins and minerals. We need a small amount of these substances each day
- Fruit contain some sugars
- Meat and fish are full of protein which help us to build muscles
- Milk and dairy. Foods in this group contain calcium which helps us to build healthy bones and teeth.
- A carnivore is an animal that gets its food by killing other animals (classifying animals by diet)
- A herbivore is an animal that gets its food from plants
- An omnivore is an animal that gets its food from animals and plants
- A food chain shows how plants and animals get their energy.
- A food chain always starts with a producer. This is an organism that makes its own food. Most food chains start with a green plant
- A living thing that eats other plants and animals is called a consumer.
- A predator is an animal that eats other animals. The animals that predators eat are called prey. Predators are found at the top of a food chain.
- A food web consists of many food chains and shows the many different paths, plants and animals are connected. For example: a hawk eats a snake, which has eaten a frog, which has eaten a grasshopper, which has eaten grass. However, a hawk might also eat a mouse, a squirrel, a frog or some other animal. The snake may eat a beetle, a caterpillar, or some other animal. And so on for all the other animals in the food chain.
- Vertebrates are animals with a spine and invertebrates are animals without a spine.
- The main function of the skeleton is to protect, support and allow movement.
- The human skeleton is made of bones and grows as we grow.
- Our skull protects our brain and our ribs protect our heart and lungs.
- The skeleton bends at joints such as knees and ankles. Joints are where two or more bones join together
- Muscles are attached to bones by tendons and help them to move.



Topic Specific Vocabulary

Food group, bread, cereal, potatoes, carbohydrates, energy, fruit and vegetables, vitamins, minerals, meat, fish, milk, dairy, fats, sugars, portions, herbivore, carnivore, omnivore, plants, sun, producer, consumer, food chain, organism, predator, prey, food web, skeleton, bones, skull, brain, ribs, heart, lungs, joints, muscles, contracts,

NC Subject content

- 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.

Subject Specific/Academic Vocabulary

This vocabulary should be explicitly taught in context. Other tier 2 words should also be explored as they are encountered.

Year 3	Year 4	Year 5	Year 6
Benefit, impact, issues, occur, process, sequence, source, variables	Appropriate, consequences, identified, procedure, range, relevant, significant, specific, theory, transfer	Factors, affect, analyse, contribute, demonstrate, outcome, react, volume,	Component, exclude, function, imply, initial, justify, sufficient.

We are scientists

Create a presentation about a food web or making skeletons.

