

Animals including humans- Year 3- Kapow unit- Movement and nutrition

Previous learning

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.

Key Vocabulary for Year 3

Movement	
Muscles	
Bones	
Skull	
Nutrition	
Skeletons	

Previous vocabulary

Survival, water, aid, food, adult, baby, offspring, kitten, calf, puppy, exercise, hygiene.

Useful links

<https://www.stem.org.uk/resources/community/collecion/12601/year-3-animals-including-humans>

<https://www.hamilton-trust.org.uk/science/year-3-science/animals-including-humans-keeping-healthy/>

https://www.outstandingscience.co.uk/index.php?action=view_page&page=view_unit&unit=3b

Key scientists you could look at...

Carl Linnaeus

Scientific skills

Working scientifically	Questioning and enquiry	Observing and measuring	Investigating	Recording	Grouping and classifying
To use practical scientific methods, processes, and skills	Ask some relevant questions and use different types of scientific enquiries to answer them	Begin to make systematic and careful observations. Take accurate measurements using standard and non-standard measurements. Begin to use a range of equipment. Begin to look for naturally occurring patterns and relationships. Help to make decisions on how to carry out an investigation.	Set up simple practical experiments focusing on comparative and fair tests and begin to know when a fair test is necessary and decide how to set it up. Begin to think of more than one variable factor.	Gather, record, and begin to classify and present data in a variety of ways to help answer a question. Begin to record findings using scientific vocabulary, drawings, labelled diagrams, keys, bar charts, and tables. Begin to report on findings including oral and written explanations, displays and presentations. Begin to use notes, simple tables, and standard units to record and analyse data.	Begin to identify similarities and differences related to scientific ideas and processes. Talk about criteria for grouping, sorting, and classifying using simple keys. Begin to compare and group according to behaviour or properties, based in testing.

Experiment and activity ideas

Trip to Sealife centre to observe marine animals	Human body game- develop structures that provide support	Make models of muscles	Design and create a balanced diet	Sorting games and activities
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Knowledge- objectives

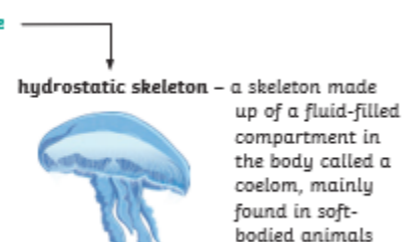
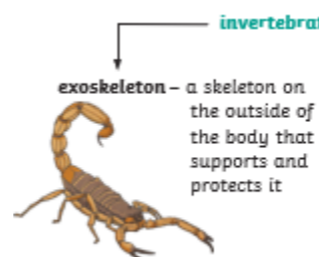
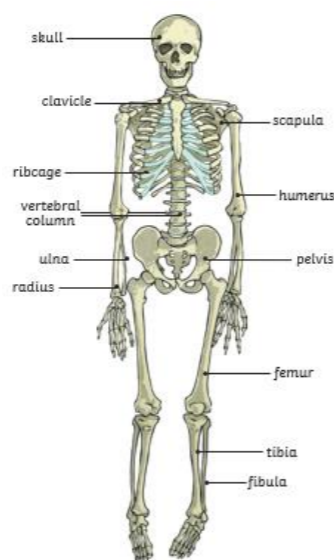
Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food, they get nutrition from what they eat.

Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

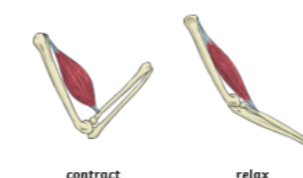
Resources in school

Human body, x rays, stop watches, magnifying glasses, bug finders, stethoscopes, height measure

Nutrient	Found in... (examples)	What it does/they do
carbohydrates		provide energy
protein		helps growth and repair
fibre		helps you to digest the food that you have eaten
fats		provide energy
vitamins		keep you healthy
minerals		keep you healthy
water		moves nutrients around your body and helps to get rid of waste



Skeletal **muscles** work in pairs to move the bones they are attached to by taking turns to contract (get shorter) and relax (get longer).



Skeletons do three important jobs:

- protect organs inside the body;
- allow movement;
- support the body and stop it from falling on the floor.