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| **Science Year 3 Medium Term Planning – Animals, including humans** |
| **National Curriculum**.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 vocabulary knowledge****vertebrates, invertebrates flexible muscles, heart absorb** |
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|  | Lesson 1 | Lesson 2 | Lesson 3 |
| **Learning intention** | **What effect does the food we eat have?** | What is my skeleton and what does it do? | **Where are my muscles and what do they do?** |
| **Working Scientifically** | identify | identify | identifyMake observations. |
| **Recall and retrieval** | CQ: 1-6 | CQ: 7-15 | CQ:16-22 |
| **Sequence of knowledge throughout the lesson** | **Key knowledge****To know we are humans.****To know that humans eat plants and sometimes meat.****To know the food pyramid contains food we eat.****To know we should eat more of the bottom layers of the pyramid.****To know the importance of water to humans.****To know that blood, muscles and organs need water to work.****To know that vitamins, minerals and fibre are found in vegetables and fruit and keep us healthy.****To know that carbohydrates give us energy and are in bread, cereals, vegetables and sugar.****To know that protein helps us grow and foods that contain protein.****To know types of fat, that fats give energy, help nerves brain and the absorption of vitamins. Know that humans should eat less fat than other food groups** | **Key knowledge**To know the definition of vertebrate and invertebrate.To know the functions of a skeleton are:To support the body.protect the heart and lungs.movement.To know that bones are alive and contain bone marrow.To know that bone marrow makes 2m red blood cells every second. | **Key knowledge****To know what muscles are.****To know what voluntary and involuntary movement is in relation to muscles.****To know the 3 types of muscle.****To know how smooth muscles are involuntary muscles and they push food through the body to the intestines and bladder.****To know what biceps and triceps are and how they work.** |
| **Scaffolding** | To label the different food groups and match each food group to how it supports the functions of the body. | Match pictures to functions of the skeleton.Simple sentence using knowledge notes to describe the functions of bone marrow. | To match word and meaning for voluntary and involuntary.To give an example of involuntary and voluntary muscles.To give a simple explanation of why the heart is an involuntary muscle. |
| **Challenge** | Give examples of each food group and explain why each food group is important to the healthy functioning of the body. | Explain functions of the skeleton and bone/bone marrow. | To give more examples of involuntary and voluntary muscles and explain how humans control voluntary muscles. |
| **Vocabulary Tier 2** | MineralsSkeletonSkullVoluntaryInvoluntaryNerves | MineralsSkeletonSkullVoluntaryInvoluntaryNerves | MineralsSkeletonSkullVoluntaryInvoluntaryNerves |
| **Vocabulary Tier 3** | BicepsTricepsVertbraeProtonsVitaminsCarbohydrates | BicepsTricepsVertbraeProtonsVitaminsCarbohydrates | BicepsTricepsVertbraeProtonsVitaminsCarbohydrates |