# Medium Term Plan – Science –Year 3 Summer 1 - Animals including humans

| Lesson | National Curriculum links | Objective | Substantive knowledge | Disciplinary knowledge | Specific Vocabulary | Activities and resources |
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| 1/6 | Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. 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. | To sort foods into food groups and find out about the nutrients that different foods provide. | Explain the things that animals and humans need to survive and stay healthy. Sort foods into their relevant food groups. Describe the nutrients provided by a range of foods | Know that different foods provide different nutrients | Food groups, nutrients, nutrition, nutritious, carbohydrates, proteins, fats, water, fibre, vitamins, minerals, sugars, Eatwell Guide, healthy, survive. | Activate prior knowledge from Year 2. Explain that animals cannot make their own food as plants do. Sort foods into food groups. Look at nutrients in variety of foods. |
| 2/6 | Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. 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. | To explore the nutritional values of different foods by gathering information from food labels. | Explain how different animals require a different balance of nutrients. Make predictions about which foods will be high in certain nutrients. | Know how to find evidence from food labels to prove or disprove statement | omnivore, carnivore, herbivore, saturated fats, unsaturated fats, sugar, salt, food labels. | What do animals need to stay healthy and survive? Look at how different animals need different amounts of nutrients. Look at food labels and find the varying amounts of nutrients. Evaluate different meals |
| 3/6 | Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. | To sort animal skeletons into groups, discussing patterns and similarities and differences | Explain what vertebrates and invertebrates are and give some examples. Sort animals according to their skeleton type. Discuss the advantages and disadvantages of different skeleton types. | Begin to explore how animals with different skeletons move. | Vertebrates, invertebrates, skeleton, exoskeleton, endoskeleton, hydrostatic skeleton, protection,support movement, bones, | Activate- PW write down words associated with skeletons. Vertebrate/invertebrate quiz. Sort x-rays into correct groups. Look at advantages and disadvantages of each skeleton type. |

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| 4/6 | Identify that humans and some other animals have skeletons and muscles for support, protection and movement. 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. | To investigate an idea about how the human skeleton supports movement. | Label some parts of a human skeleton on a diagram. Explain how to make a test fair. Take careful measurements and record these on a table. Draw conclusions from the results of an investigation. | Begin to understand how our skeletons promote and support movement. | skull, clavicle, scapula, ribcage, vertebral column, humerus, ulna, radius, femur, tibia, fibula, | What would it be like if we had no skeleton? PW. Label as much of the skeleton as possible- check and add to diagram. Investigate – Can people with long femus jump further? Plan, Investigate and record |
| 5/6 | Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. | To explain how bones and muscles work together to create movement. | Use some scientific words in my discussions about bones and muscles. Observe and describe how muscles work in pairs. Make a scientific model of the upper arm muscles and explain how it works | Understand how muscles support the movement of body parts | muscles, skeletal muscles, voluntary muscles, involuntary muscles, tendons, joints, biceps, triceps, contract, shorten, relax, lengthen, | Name bones in your body with a partner. Read about muscles and where they are. Watch how biceps and triceps work – explain PW<br>Make model of their arm using a template. |
| 6/6 | Identify that humans and some other animals have skeletons and muscles for support, protection and movement. 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. | To design and carry out my own investigation. | Set own scientific question to investigate. Explain how I would make my test fair. Decide what to measure and can take careful measurement | Understand how to produce a question to investigate fairly | Fair, test, scientific question, working scientifically, prediction, results measure, investigation, data, conclusion evaluation, | Activate- stages of an investigation.<br>PW generate questions to investigate how a human skeleton works. Investigate safely. |
| 7 | | | Review of learning | | | |