

National Curriculum 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

Key Vocabulary:

nutrients, nutrition, carbohydrates, protein, fat, vitamins, minerals, water, fibre, skeleton, bones, joints, muscles, contract, relax

Lesson 1: Nutrition

Identify & Classify



Enquiry Question – Do all animals have the same diet?

Investigation Station: Are these foods healthy? Can you use the pictures to create a healthy meal?

Children to draw a concept map about what they learned in Y2 – animals – add to at the end of topic.

Show chn a range of foods and pictures of animals that eat them. Discuss which animals they think might eat which of the foods. Encourage them to look for clues in the pictures of the animals and foods. Recap herbivores, carnivores and omnivores with the chn and discuss their different diets. Chn to sort animals into their diets and think of different foods they may eat.

Working Scientifically Skills:

Gathering data	3
Drawing conclusions	1

Key Knowledge: Different animals are adapted to eat different foods.

Lesson 2: Nutrition

Identify & Classify/Research



Enquiry Question – Where do living things get their food?

Investigation Station: range of different food packagaing

Odd one out – which is healthy and which is not. Chn to discuss. Ask chn what would happen if we didn't eat. Explain that we need food to continue existing. Chn to sort foods into healthy foods and less healthy foods. Can they remember the different food groups from Y2. Introduce nutrients and discuss the importance of a balanced diet. Chn to research the different nutrients and use this to design their own healthy meal. Label with the different nutrients it provides.

Visit the goats and discuss with the chn their diet. Is it the same/different. Where do the goats get their food?

Working Scientifically Skills:

Asking questions	2
Gathering data	1
Recording data	4

Key Knowledge: Know that animals, including humans, cannot make their own food. They get their nutrition from what they eat.

Lesson 3: Food Packaging

Research



Enquiry Question – What nutrients do different food provide?

Investigation Station: skeleton, names of bones
Nutrient match – what do the nutrients do in our body?

Children to look at different food packaging and discuss the different nutrients from the different foods. Discuss hidden sugars.

Look at amount per 100g for comparisons. Children to complete table to show carbs, protein, fat per 100g of different foods.

Working Scientifically Skills:

Asking questions	2
Gathering data	1
Recording data	2
Presenting data	1

Key Knowledge: Different foods provide different nutrients. We need to have a healthy, balanced diet to ensure our bodies get the correct nutrients.

Prior learning:

Y2:

- 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

Future Learning:

Y4:

- Describe the simple functions of the basic parts of the digestive system in humans
- Identify the different types of teeth in humans and their simple functions
- Construct and interpret a variety of food chains, identifying producers, predators and prey

Working Scientifically Skills:

- Asking questions
- Planning an enquiry
- Making predictions
- Gathering data
- Recording data
- Presenting data
- Drawing conclusions
- Evaluating an enquiry

Lesson 4: The Human Skeleton

Research



Enquiry Question – Why do animals have skeletons?

Investigation Station: skeleton, names of bones
Have paper cut out and ask chn to label with body parts. Let it fall to the floor and ask if there is anything else a body needs.

Take the children outside and have them run, skip, jump and ask if they know what part of their body allows them to do this. Discuss the need for bones – protection, movement and support.

Observe the goats and focus on how they walk. Research the difference between human and goat skeletons.

*child led investigation

Working Scientifically Skills:

Asking questions	2
Drawing conclusions	1

Lesson 5: The Human Skeleton

Pattern Seeking



Enquiry Question – Do older people have longer bones?

Investigation Station: Why do we need bones and muscles? Rubber gloves, straws, string.
Pose this question to the children and ask them how we can find out the answer.

Children to visit different year groups and take measurement of elbow-wrist and knee-ankle. Children to record the measurements (link to length in maths).

Discuss what we could do with the measurements – create table. Children to write their answer to the question.

Working Scientifically Skills:

Asking questions	1
Planning an enquiry	1, 2, 3

Week 6: Muscles

Enquiry Question – Why do animals have muscles?

Investigation Station: Diet information, skeleton to label, sheets to complete


Children to recap the functions of a skeleton and learn about the different joints in a skeleton. Chn to find them on their body and investigate how they move in different ways.

Ask children if there is anything else that our bodies need to move – muscles. Children investigate their biceps and triceps – feel them change shape as they contract and how they tire when they have worked.

Children to make a hand model using straws for bones and string for muscles to see how bones and muscles work together. Large scale model.

Working Scientifically Skills:






Key Knowledge: Many animals have skeletons for support, protection and movement.	Making predictions	1	Asking questions	2
	Gathering data	3	Gathering data	1
	Recording data	1	Key Knowledge: Muscles are connected to bones and move them when they contract. We need muscles to help us move.	
	Drawing conclusions	2		
	Evaluating an enquiry	1		
Key Knowledge: The length of our bones changes as we get older. Older children have longer bones.				



Clapgate
Primary School
Inspiring Young Minds

Year 3 Medium Term Science Planner

Animals, including humans (Biology) – Formative Assessment

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

Key Vocabulary:
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Enquiry Question 1:
Do all animals have the same diet?

Working Scientifically Skills:

Gathering data	3
Drawing conclusions	1

Key Knowledge: Different animals are adapted to eat different foods. Animals are adapted to eat different foods.

Below:

Absent:

Enquiry Question 2:
Where do living things get their food?

Working Scientifically Skills:

Asking questions	2
Gathering data	1
Recording data	4

Key Knowledge: Know that animals, including humans, cannot make their own food. They get their nutrition from what they eat.

Below:

Absent:

Enquiry Question 3:
What nutrients do different foods provide?

Working Scientifically Skills:

Asking questions	2
Gathering data	1
Recording data	2
Presenting data	1

Key Knowledge: Different foods provide different nutrients. We need to have a healthy, balanced diet to ensure our bodies get the correct nutrients.

Below:

Absent:

Enquiry Question 4:
Why do animals have skeletons?

Working Scientifically Skills:

Asking questions	2
Drawing conclusions	1

Key Knowledge: Many animals have skeletons for support, protection and movement.

Below:

Absent:

Enquiry Question 5:**Do older people have longer bones?****Working Scientifically Skills:**

Asking questions	1
Planning an enquiry	1, 2, 3
Making predictions	1
Gathering data	3
Recording data	1
Drawing conclusions	2
Evaluating an enquiry	1

Key Knowledge: The length of our bones changes as we get older. Older children have longer bones

Below:

Absent:

Enquiry Question 6:**Why do animals have muscles?****Working Scientifically Skills:**

Asking questions	2
Gathering data	1

Key Knowledge: Muscles are connected to bones and move them when they contract. We need muscles to help us move.

Below:

Absent:

Notes:

TAPS Assessment

Skeletons

[Y3eg Animals Skeleton research WS Plan.pdf](#)[Y3eg Animals Skeleton explanations-1.pdf](#)