Science – Spring
Animals Including Humans

Prior Learning
This unit builds on the knowledge and skills from the children's learning in Year 2 about how animals survive and stay healthy. Prior learning will be what a healthy, balanced diet looks like which includes the importance of exercise, healthy eating and hygiene, the comparison of young animals to adult animals and life cycles.

Key vocabulary for this unit	
Nutrients Balance Skeleton Muscle Classify Fair test	X-rays

Learning Sequence	
Nutrition	• To 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.
Food Labels	• To explore the nutritional values of different foods by gathering information from food labels.
Skeletons	• To 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.
Human Skeletons	• To set up simple practical enquiries, comparative and fair tests and make systematic and careful observations, taking accurate measurements. • To investigate an idea about how the human skeleton supports movement.
Muscles	• To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • To explain how bones and muscles work together to create movement.

Marie Curie	• To identify changes related to scientific ideas by describing Marie Curie's research into x-rays. • To identify that humans have skeletons for support, protection and movement by identifying and explaining the bones shown in x-rays. • To explain how Marie Curie's work on x-rays helps us identify bones.

Assessment milestones	
Working Scientifically: • To carry out a fair test and present results using scientific language • Classify food groups and skeletons. • To make systematic and careful observations and consider the most appropriate way to display them.	**Scientific Knowledge:** • To talk about how and why different animals require a different balance of nutrients • To name, describe and discuss the features, advantages and disadvantages of different types of skeleton. • To give a simple explanation of how muscles work.