



Year 3 – Animals, including Humans



Working Scientifically	Sticky Knowledge	Linked Texts	Key Scientists
- Recall and use specific scientific vocabulary accurately (year group key vocabulary) - Ask relevant questions and use different types of scientific enquiries to answer them, include making their own questions - Set up simple practical enquiries, comparative and fair tests, aiming to do so independently with their own decisions. - Gather, record, classify and present data in a variety of ways to help in answering questions - Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - Use straightforward scientific evidence to answer questions or to support their findings.	- Different animals are adapted to eat different foods. - Many animals have skeletons to support their bodies and protect vital organs. - Muscles are connected to bones and move them when they contract. - Movable joints connect bones	<i>The Story of Frog Belly Rat Bone</i> (Timothy Basil Ering) <i>Funnybones</i> (Janet and Allan Ahlberg) <i>I Will Never Not Ever Eat a Tomato</i> (Lauren Child) <i>Goldilocks and the Three Bears</i> (Samantha Berger)	Adelle Davis (20th Century Nutritionist) Marie Curie (Radiation / X-Rays)
Key Question(s)	Key Question(s)	WS vocabulary	
• What types of food should humans eat to be healthy? • Why is having a balanced diet important? • How do animals, including humans get nutrition? • What is the purpose of carbohydrate in the human diet?	• Why do we need a skeleton? • What types of skeleton are there? • Can something survive without a skeleton? • What happens if we break a bone? • How do we move? • Are bones that are bigger, stronger? • Why do we need joints? • Why do muscles get tired? • Can we 'break' muscles? • What is the purpose of a skeletal system in humans and animals	Investigation, enquiry, prediction, variable, dependent variable, independent variable, constant, patterns, equipment, apparatus, method, results, conclusion, graph, patterns, distance, data, theory, fair test, reasoning	

Teaching suggestions in Enquiry types

<u>Comparative tests</u>	<u>Identify & Classify</u>	<u>Observation over time</u>	<u>Pattern Seeking</u>	<u>Research</u>	<u>BIG Question – Problem solving</u>
How does the angle that your elbow/knee is bent affect the circumference of your upper arm/thigh? How does the skull circumference of a girl compare with that of a boy? 	How do the skeletons of different animals compare? 	How does our skeleton change over time? (from birth to death) 	Do male humans have larger skulls than female humans? 	Why do different types of vitamins keep us healthy and which foods can we find them in? 	Why do animals have skeletons? What is a healthy diet and why is it important? (Also use EXPLORIFY) <u>Assessment Opportunity</u> 