

Subject: Science

Theme: Animals including humans (Y3)

| Knowledge | Skills | Vocabulary (Top 20) | Common misconceptions |
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| <p>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.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> | <p>Classify a variety of food items – leading to classification based on their nutrients.</p> <p>Classify animals.</p> <p>Children generate questions for investigation/ pattern seeking such as:</p> <ul style="list-style-type: none"> • Do ‘healthy’ drinks have less sugar? • Does brown bread have more fibre? • Do people with long arms throw further? • Can people with short legs jump higher? • Can people with bigger hands catch a ball more easily? <p>Children investigate the following questions:</p> <ul style="list-style-type: none"> • 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 to that of a boy? <p>Research which foods provide which vitamins and minerals.</p> | <p>bones sugars water joints movement muscle protection ribs skull spine support carbohydrate fats fibre minerals nutrients nutrition protein skeleton vitamins</p> | <p>Some children may think:</p> <ul style="list-style-type: none"> • Certain whole food groups like fats are ‘bad’ for you. • Certain specific foods, like cheese are also ‘bad’ for you. • Diet and fruit drinks are ‘good’ for you. • Snakes are similar to worms, so they must also be invertebrates. • Invertebrates have no form of skeleton. |



Love



Friendship



Compassion



Community



Trust



Forgiveness

“Let all that you do be done in love.” 1 COR 16:24

Do all the good you can.... John Wesley