

Year 3 – Movement and Feeding (Animals Including Humans)											
Links made with other subjects	PHSE – Healthy lifestyles										
The BIG Question	How do we move and keep healthy?										
The BIG Outcome	Short explanation or poster explaining the need for balanced nutrition and reference to how the body moves										
Science objectives (link to NC)	- 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.										
Prior knowledge What prior knowledge is needed for children to be successful in this unit?	<i>Children already know:</i> EYFS – Understanding the world - Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes. Yr 1 –Animals Including Humans (Types and Parts of Animals) Yr 2 - Animals Including Humans (Feeding & Exercise and Living Things)										
Future learning Consider the conceptual knowledge within a subject that pupils need for future learning not just the recall of facts but the importance of concepts	This unit gives prior knowledge to: Yr 4 - Animals Including Humans (Human Nutrition) Yr 5 - Animals Including Humans (Life Cycles) Yr 6 - Animals Including Humans (Our Bodies and Evolution and Inheritance)										
Science strands	<u>Related Enquiry Questions</u> <table><tr><td>Classifying</td></tr><tr><td>- Based on the children’s own criteria: - classify food items (leading to sorting by nutrients) - classify animals (leading to sorting by whether or not they have skeletons).</td></tr><tr><td>Observing over time</td></tr><tr><td>Not relevant</td></tr><tr><td>Pattern Seeking</td></tr><tr><td>Children generate questions for investigation into objective 1 such as: - Do ‘healthy’ drinks have less sugar? - Does brown bread have more fibre? Children generate questions for investigation into objective 2 such as: - Do people with long arms throw further? ▪ Can people with short legs jump higher? - Can people with longer legs run faster? - Can people with bigger hands catch a ball more easily?</td></tr><tr><td>Comparative testing</td></tr><tr><td>Not relevant</td></tr><tr><td>Researching</td></tr><tr><td>- Look at food packaging to identify the amount of nutrients in different food items. - Research which types of food contain which nutrients. - Generate questions to research about the human skeleton</td></tr></table>	Classifying	- Based on the children’s own criteria: - classify food items (leading to sorting by nutrients) - classify animals (leading to sorting by whether or not they have skeletons).	Observing over time	Not relevant	Pattern Seeking	Children generate questions for investigation into objective 1 such as: - Do ‘healthy’ drinks have less sugar? - Does brown bread have more fibre? Children generate questions for investigation into objective 2 such as: - Do people with long arms throw further? ▪ Can people with short legs jump higher? - Can people with longer legs run faster? - Can people with bigger hands catch a ball more easily?	Comparative testing	Not relevant	Researching	- Look at food packaging to identify the amount of nutrients in different food items. - Research which types of food contain which nutrients. - Generate questions to research about the human skeleton
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Science Scheme of Work

Vocabulary/ Glossary	Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, support, protect, move, skull, ribs, spine, muscles, joints
Knowledge (see italics for knowledge to remember)	The knowledge that children will learn and remember: <i>1. Animals, unlike plants which can make their own food, need to eat in order to get the nutrients they need.</i> <i>2. Food contains a range of different nutrients – carbohydrates (including sugars), protein, vitamins, minerals, fats, sugars, water – and fibre that are needed by the body to stay healthy.</i> <i>3. A piece of food will often provide a range of nutrients.</i> <i>4. Be able to list some foods that are good sources of the different nutrients</i> <i>5. There needs to be a balance between the different nutrients group including the need for some fats</i> carbohydrate foods: 38 % fruit and vegetables: 40 % dairy and alternatives: 8% beans, pulses, fish, eggs, meat and other protein: 12 % oils and spreads: 1% <i>6. Humans, and some other animals, have skeletons and muscles which help them move and provide protection and support</i>
SEND expectations	<i>1. Animals, unlike plants which can make their own food, need to eat in order to get the nutrients they need.</i> <i>2. Humans, and some other animals, have skeletons and muscles which help them move and provide protection and support</i> <i>3. There needs to be a balance between the different nutrients group including the need for some fats</i>
Common Misconceptions	Some children may think: - 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.