

Prior learning: Year 1 and 2.

Year 1 – Animals including humans.

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).

Year 2 – Animals including humans.

- 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.

In this topic, we are learning 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.
- Identify that humans and some other animals have skeletons and muscles for:
 1. support
 2. protection
 3. movement.



Key Vocabulary:

skeleton	The internal or external support frame for an animal's body.
bones	Individual parts of the skeleton with a hard outer layer and soft bone marrow inside.
joints	Where two or more bones meet to allow movement.
muscles	Tissue that contracts and extends to produce movement.
brain	An organ controlling bodily functions and thinking.
organs	These carry out different functions for the body, for example – heart, kidneys, and lungs.
skull	The bone that protects the brain and gives your face its shape.
ribs	Set of long, curved bones extending from both sides of the spine to wrap around the chest area.
spine	The column of bones down our back that connects the different parts of our skeleton to each other.
vertebrate	Animal with a spine.
invertebrate	Animal with an external skeleton.
nutrition	Food and drink we eat for energy and health.
consumer	Living organism that cannot produce its own food.
balanced diet	Provides the right amount of nutrients needed for good health.



Questions you will know the answers to...

Why can't we make our own energy?
Do we need our skeleton?
How does our skull protect our brain?

What does a healthy diet look like?
How does the skeleton protect our organs?
Can we move without joints or muscles?



Working Scientifically Assessment Focus:

ASKING QUESTIONS.

- Ask relevant questions and use different types of scientific enquiries to answer them. Consider prior knowledge when asking questions. Where appropriate, they answer these questions.
- Independently use a range of question stems.
- Answer questions posed by the teacher. Given a range of resources, the children decide for themselves how to gather evidence to answer the question.
- Recognise when secondary sources can be used to answer questions that cannot be answered through practical work.
- Identify the type of enquiry that they have chosen to answer their question.

MAKING PREDICTIONS.

- Use their prior knowledge to suggest what might happen.

(Children should begin to use their scientific knowledge from previous experiences and observations to explain their thinking.)