

Science

Animals including Humans Year 3

Remember when

Animals need water, air and food to survive. (Y2)

Humans can be healthy by exercising, personal hygiene, medicine and diet. (Y2)

Know healthy and unhealthy food choices. (Y2)

Sticky knowledge

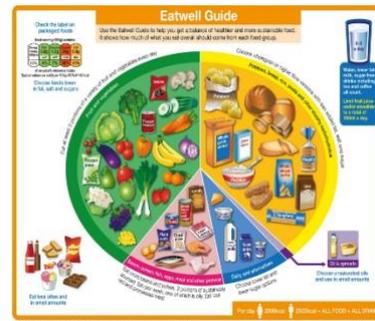
Animals, including humans, are unable to make their own food and that they get their nutrition from what they drink and eat.

Different food groups include fruit and vegetables, bread, rice, potatoes, pasta and other starchy foods, milk and dairy, oils and spreads, meat, fish, eggs, beans and other non-dairy sources of protein.

Human body needs food for energy, to keep warm, and for growth and repair. We need many nutrients on a daily basis in order to stay healthy.

There are seven nutrient groups are protein, carbohydrates, fats, oils, vitamins, minerals, fibre and water.

Healthy, balanced diets lead to healthy, active people.



Key vocabulary

- active
- activity
- balanced
- carbohydrates
- dairy
- diet
- exercise
- fats
- fats
- fibre
- fruits
- healthy
- healthy
- hygiene
- minerals
- nutrition
- oils
- proteins
- vegetables
- vitamins

National Curriculum

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.

Common Misconceptions

Some children may think that:

- 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

LO and Enquiry type	Knowledge and Skills	Lesson outline
<p>Lesson 1</p> <p>LO: To know what we need to survive.</p> <p>Enquiry type: Research</p>	<p>SK: Animals, including humans, are unable to make their own food and that they get their nutrition from what they drink and eat.</p> <p>Human body needs food for energy, to keep warm, and for growth and repair. We need many nutrients on a daily basis in order to stay healthy.</p> <p>Skill: recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p>	<p>Discuss what the human body needs to survive. MRS GREN recap.</p> <p>Put the pictures in order of importance (most to least)</p> <p>LA – Explain why is the most important.</p> <p>MA – Explain why is the most important and is the least important.</p> <p>GD – Explain why you have chosen this order.</p> <p>EXT: How do the needs of humans compare to the needs of plants? (previous learning)</p>
<p>Lesson 2</p> <p>LO: To know what nutrients</p>	<p>SK: Different food groups include fruit and vegetables, bread, rice, potatoes, pasta and</p>	<p>Sort foods into different groups (carbohydrate, protein, fats, etc.)</p> <p>Organise food into food wheel in books</p>

<p>we need.</p> <p>Enquiry type: Grouping and classifying.</p>	<p>other starchy foods, milk and dairy, oils and spreads, meat, fish, eggs, beans and other non-dairy sources of protein.</p> <p>Skill: gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p>	<p>Simple sentences to explain why each food group is important in a healthy and balanced diet including what effect the food groups have on the body.</p> <p>Recap learning from Jigsaw (Healthy Me – Spring 2)</p>
<p>Lesson 3</p> <p>LO: To know how much fat we should eat.</p> <p>Enquiry type: Observation over time</p>	<p>SK: Healthy, balanced diets lead to healthy, active people.</p> <p>Skill: using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>Children learn the difference between saturated and unsaturated fats and how fats are good for us in a healthy and balanced diet but not every fat is good for us.</p> <p>Children to investigate fats using 'How much fat? p 29'</p> <p>Rub a variety of foods onto flipchart paper and observing the size of the grease stain that is produced. Donut, cheese straws, sausage rolls, olive oil, avocado. Children to measure size of grease stain using a ruler.</p> <p>The larger the grease stain, the more saturated the fat the worse it is for us.</p>
<p>Lesson 4</p> <p>LO: To know how much sugar we should eat.</p> <p>Enquiry type:</p>	<p>SK: Healthy, balanced diets lead to healthy, active people.</p> <p>Skill: recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p>	<p>How much sugar? p.30</p> <p>CC Maths: mass and capacity.</p> <p>Predict how much sugar is in different drinks, e.g. diet coke, water, lucozade, milkshake, monster energy drinks, fruit shoots. Children order drinks from the least amount of sugar to the most amount of sugar.</p> <p>Use the smart app scanner to find out how much sugar is in each drink.</p> <p>Children to measure using scales the amount of sugar for each drink.</p> <p>Children to re order drinks in the correct order.</p>
<p>Lesson 5</p> <p>LO: To know how to keep our bodies healthy.</p> <p>Enquiry type: Observation over time.</p>	<p>SK: Human body needs food for energy, to keep warm, and for growth and repair. We need many nutrients on a daily basis in order to stay healthy.</p> <p>Healthy, balanced diets lead to healthy, active people.</p> <p>Skill: reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p>	<p>What have we learned so far about keeping our bodies healthy?</p> <p>Discuss wellness diaries of different children (differentiated). Is this a healthy child? Discuss what they could do to have a healthier lifestyle.</p> <p>Complete a wellness diary over the week (registration task). Encourage children to be honest, and think about small steps they could make to improve (drinking more water, an extra hour of sleep, play outside for an hour instead of playing video games, snack on fruit instead of sweets)</p>
<p>Lesson 6</p> <p>LO: To understand that different animals have different diets.</p>	<p>SK: Animals, including humans, are unable to make their own food and that they get their nutrition from what they drink and eat.</p> <p>Skill: identifying differences, similarities or changes related to</p>	<p>Explain to the children what nutrients - a substance that provides nourishment essential for the maintenance of life and for growth</p> <p>Why do different animals need different nutrients?</p> <p>Recap from year 2, herbivores, omnivores, carnivores' predators and prey.</p> <p>What meals would you give to e.g. giraffe, bear, leopard, elephant</p>

Enquiry type: Research	simple scientific ideas and processes	LA – match the animal to its diet MA – What diet would you give to a...? GD – Compare diets (e.g. why does a mouse need a different diet to a bear?)	
Working towards		End of unit assessment Working at Age related expectations	Working at a greater depth