

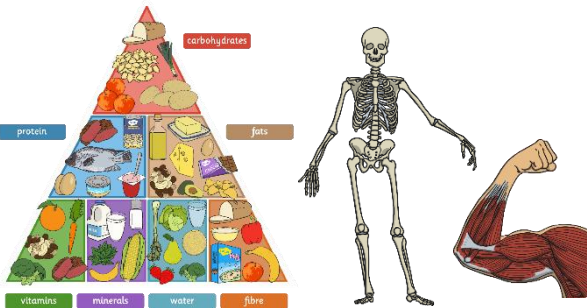


## ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN

**TOPIC TITLE/SUBJECT:** Science: Animals Including Humans

**YEAR GROUP:** 3

**TERM** Spring

<p><b>Vocabulary</b></p> <p>nutrition, vitamins, minerals, fat, protein, carbohydrates, fibre, water, diet, vertebrates, invertebrates, skeleton, endo skeleton, exoskeleton, hydrostatic, protection, support, skull, brain, ribs, heart, lungs, joint (ball and socket, gliding, hinge), muscles, contract, relax</p> <p><i>Enquiry skills:</i></p> <p>classify, group, fair test, investigate, prediction, observe, record, results, table, measure, conclusion</p>	<p><b>Skills (<i>key skill for the unit in bold</i>)</b></p> <p><i>Enquiry skills:</i></p> <ul style="list-style-type: none"> <li>• <b>Asking relevant questions.</b></li> <li>• Observing outcomes.</li> <li>• Gather and record data accurately in a variety of ways. Interpreting data.</li> <li>• <b>Characterising and identifying difference, similarities or changes.</b></li> <li>• Drawing conclusions.</li> </ul>	<p><b>What we already know</b></p> <ul style="list-style-type: none"> <li>• Enquiry skills from previous Science units.</li> <li>• Gathering data/creating and interpreting bar charts (Maths and previous Science units).</li> <li>• From previous learning at KS1 or personal interests outside of school, some children may know: <ul style="list-style-type: none"> <li>○ Names of different parts of the human or animal body and their function.</li> <li>○ Healthy eating and different food groups.</li> </ul> </li> </ul>
<p><b>Illustration</b></p> 	<p><b>Application/ Outcomes</b></p> <ul style="list-style-type: none"> <li>• Identify different food groups and describe how they help humans and animals to grow and develop.</li> <li>• Compare and contrast diets of humans and different animals.</li> <li>• Recognise that animals (including humans) have different types of skeletons. Classify animals (including humans) by their skeleton type.</li> <li>• Describe the function of the skeleton and identify different parts, including characteristics of bones.</li> <li>• Recognise the role of muscles in movement, key muscles in the body and how they work together.</li> <li>• <i>Investigate and make predictions about which muscles are used in different activities.</i></li> </ul>	<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Healthy, balanced diets: <ul style="list-style-type: none"> <li>○ Different types of food groups.</li> <li>○ How different types of food group support growth and development.</li> <li>○ Differences in the types of food groups humans and animals need to be healthy.</li> </ul> </li> <li>• Classification of skeleton types.</li> <li>• Parts of human/animal bodies and their functions (including the skeleton and muscles).</li> </ul>
<p><b>Other/Cross Curricular Links/Adaptation for SEND</b></p> <p>Maths – Statistics – interpret and present data using bar charts, pictograms and tables</p> <p>My Best Life DT/PSHCE – healthy diets and healthy living</p> <p>PE – Gymnastic and fitness, understanding movement and muscles</p> <p>SEND Adaptations – word-banks, image-mats, video and audio resources, mixed ability pairings, varying outcomes, adaptations for hypermobility</p> <div data-bbox="1816 1209 1995 1369" data-label="Image"> </div>		