

Year3				
<i>Topic</i>	<i>Prior Learning</i>	<i>Present learning</i>	<i>Misconceptions</i>	<i>Future learning</i>
<p>Animals, including humans</p> <p>National Curriculum</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals, including humans) Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals, including humans) Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 - Animals, including humans) Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). (Y2 - Animals, including humans) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Y2 - Animals, including humans) 	<p>Knowledge and Understanding–</p> <ul style="list-style-type: none"> -that not all animals have an internal skeleton and that the presence of this is an important feature in classifying them -that a skeleton is needed for support, protection and movement -how muscles work in pairs to allow movement and maintain posture -common bones in human body -what we need for good growth of the body -what makes a balanced diet <p>Investigations:–</p> <ul style="list-style-type: none"> investigate what happens to our skeletons from the day we are born until we become an adult -investigate length of the femur and how far you can jump -investigate Do all human skeletons' grow at the same rate? -investigate how lifestyle of an athlete differs from ordinary people -identify and compare skeletons of different animals <p>Vocabulary:</p> <p>exo/ endoskeleton nutrients vertebrates invertebrates fibre muscles</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. 	<ul style="list-style-type: none"> Describe the simple functions of the basic parts of the digestive system in humans. (Y4 - Animals, including humans) Identify the different types of teeth in humans and their simple functions. (Y4 - Animals, including humans) Construct and interpret a variety of food chains, identifying producers, predators and prey. (Y4 - Animals, including humans) Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. (Y6 - Animals, including humans)