Leintwardine Endowed CE Primary School Learning Journey Itinerary

'Letting Our Light Shine'

SUBJECT : Science	YEAR : A	TERM : Autumn 2	YEAR GROUPS : 3/4

Key Question : What do humans and other animals need to stay healthy?

Previous Knowledge – We would expect children to already be able to:

Explain that animals, including humans have offspring which grow into adults.

Explain that animals need water, food and air to survive.

Describe the importance of exercise, healthy eating and hygiene.

Identify and name a variety of common fish, amphibians, reptiles, birds and mammals.

Identify and name a variety of common carnivores, herbivores and omnivores.

END OF UNIT OBJECTIVES

Some children will not yet have met what is expected and will show that they are emerging because they can:	Most children will show that they have reached the expected level because they can:	Some children will have gone beyond the expected level and will show that they are exceeding because they can:
• talk about what animals and humans need to stay healthy, showing a basic understanding of healthy eating. • talk about how different animals require a different balance of nutrients and can read simple food labels • name and briefly describe the different types of skeletons • match labels to some parts of the human skeleton • with support, give a simple explanation of how muscles work • classify foods into food group • present data from food labels in a table to help in answering questions. • group and classify animal skeletons and they are starting to use scientific vocabulary to talk about animal skeletons. • work with significant support to discuss how to set up a test that is fair and (also with support) can start to draw simple conclusions from their results. • work with support to set up and carry out a test that is fair, including making decisions about what measurements to take.	• talk about what animals and humans need to stay healthy, showing an understanding of the food groups and the nutrients humans need for a healthy diet. •talk about how and why different animals require a different balance of nutrients and can gather and understand a range of information from food labels. • name, describe then start to discuss the features and advantages and disadvantages of different types of skeleton. • name the main parts of the human skeleton. • give a simple explanation of how muscles work. • group and classify foods into food groups and identify the nutrients that different foods provide. • present data from food labels in a table to help in answering questions. • group and classify animal skeletons and can use scientific vocabulary to talk about animal skeletons. • help decide how to set up a test that is fair and can draw simple conclusions from their results. • show their understanding of a process by using scientific language and a labelled diagram. • set up and carry out a test that is fair, including making decisions about what measurements to take.	• talk about what animals and humans need to stay healthy, showing an understanding of the food groups and the nutrients humans need for a healthy diet and why we need them. • talk about how and why different animals require a different balance of nutrients and can talk confidently about what the information on food labels tells us. • confidently describe the features and advantages and disadvantages of different types of skeleton, discussing how they support movement. • confidently name some parts of the human skeleton. • confidently explain how muscles work. • group and classify foods into food groups, identify the nutrients that different foods provide and suggest improvements to a meal so that it provides more nutrients. • independently present data from food labels to help in answering questions, including investigating statements that they have suggested themselves. • confidently group and classify animal skeletons and can use scientific vocabulary to talk about animal skeletons. • independently explain what makes a test fair and can confidently draw conclusions from their results. • confidently show their understanding of a process by using a range of scientific language and a labelled diagram. • confidently set up and carry out a test that is fair, including making decisions about what measurements to take and devising their own table to record results

ASSESSMENT OPPORTUNITIES
End of unit assessment
Questioning during lesson
Work in books

ENRICHMENT OPPORTUNITIES Helping children to remember more • Creating a balanced meal • Investigating food labels • Investigate wet specimens • Create model muscles	SUBJECT SPECIFIC VOCABULARY healthy, nutrients energy, saturated fats unsaturated fats carbohydrates protein, fibre, fats vitamins, minerals water,	muscles, tendons joins, endoskeletons exoskeleton hydrostatic skeleton relax, contract skull, clavicle, scapula, ribcage , vertebrae, humerus, ulna, pelvis, radius	CROSS-CURRICULAR LINKS Links that we can make to help children make sense of what we want them to know and be able to do.

	vertebrates invertebrates	femur, tibia, fibula	