

Subject	Term	Unit
Science- Year 3	Autumn 1	The Human Body



Intent

At Hurst Hill, we nurture young scientists by fostering curiosity and developing strong scientific knowledge and enquiry skills. Children learn to investigate, observe and evaluate confidently, understanding how science shapes the past, present and future while building firm foundations for lifelong scientific learning.

Prior knowledge	National Curriculum
<ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 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. 	<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


What?	Understand the right types of food to eat. To understand how our muscles and bones protect us.
Why?	The children need to know how to keep themselves healthy and well.
How?	Through observation and research. By looking a photographs and secondary sources. Using visitors to enhance the learning experience. E.g. the school nurse.

Vocabulary

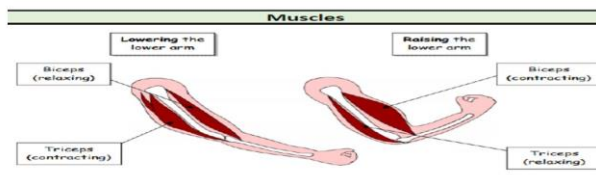
Back Bone	Column of linked bones down the middle of your back also known as the spine.
Bones	The hard parts inside your body that form your skeleton.
Contract	To make smaller by drawing together; shrink or make tighter.
Elbow	Bend or joint between the upper arm and lower arm.
Endoskeleton	The internal skeleton of an animal, especially the bony skeleton of vertebrates.

Exo Skeleton	The protecting or supporting structure covering the outside of the body of many animals.
Joints	The junction between two or more bones,
Muscles	Something inside your body that connects two bones and which you use when you make a movement.
Organs	Apart of your body that has a particular purpose.
Skeleton	The framework of bones inside your body.
Tendons	A strong cord in a persons or animals body which joins a muscle to a bone.
Vertebrate	A creature which has a spine.

Learning

Objective	Learning
<p>Can you identify the different types of skeletons?</p>	<p style="text-align: center;">Identify and Classify</p> <p>Vertebrates—have a back bone Endoskeleton—skeleton on the inside of their body and grows with them. Exoskeleton - a covering that supports and protects they have to be shed and a new skeleton grown.</p> <ul style="list-style-type: none"> · Match animals to their skeleton. Look at different animals and sort and classify. Use pictures and models to find out which animals have an endo/ exo-skeleton. Talk about animals which have no skeleton at all.
<p>Can I identify the main body parts of a skeleton ?</p>	<p style="text-align: center;">Identifying and classifying</p> <div style="text-align: center;">  </div> <p>Go over the main parts of a skeleton. Cut out the parts of the skeleton and stick back together. As the children look at each part of the skeleton, look at how it is used to protect us. Investigate the main ones: Support—backbone Protection—cranium Movement - joints Children complete a chart to show how each bone protects the body.</p>
<p>Can I investigate how our muscles support us?</p>	<p style="text-align: center;">Research</p>

Look at representations of the muscles using simulations. [How Do Our Bodies Move? - Bing video](#) Children need to record what muscles are, what they help us to do and how the muscles help us to move. Record how muscles work in relation to the skeleton. This could be done by looking at elastic bands and seeing how they stretch.



Can I identify the different diets of animals and humans?

Comparative/classifying

Compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They might research different food groups and how they keep us healthy and design meals based on what they find out. Make sure children understand that these animals can't make their own food, so they have to eat other things. Think about what animals need to eat. What does it help us to do?

Can I identify the different food groups?

Research

Humans need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

- 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.

Complete the food wheel and sort the foods into the correct categories. Talk about what each food group helps us to do.

Can I describe a healthy lunchbox?
 What food groups do we have in our lunch boxes?
 Are they all balanced? If not, what food groups are missing and what foods could we add in / replace?

Pattern Seeking

Look inside children's lunch boxes. Children to write their findings and state what nutrition is missing and what they could include. Can they see a pattern forming?

Protein, carbohydrates, fats, vitamins, minerals, fibre, water

Can they plan a healthy lunch box with the right amount of each item?

Supplementary investigation

Do male humans have larger skulls than those of female humans?

Observing over Time

Measure skulls from the class boys and girls observe their findings.

Websites

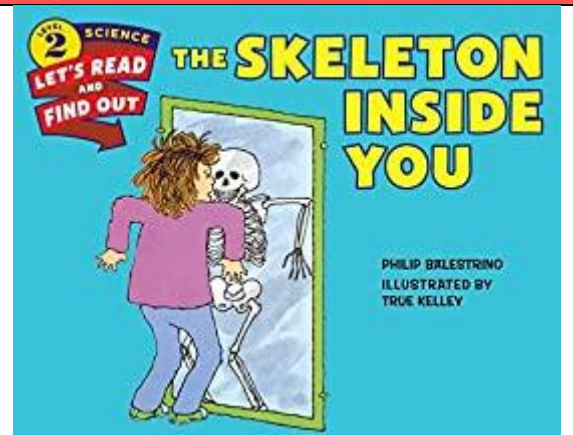
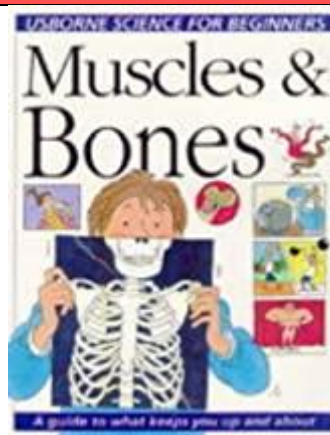
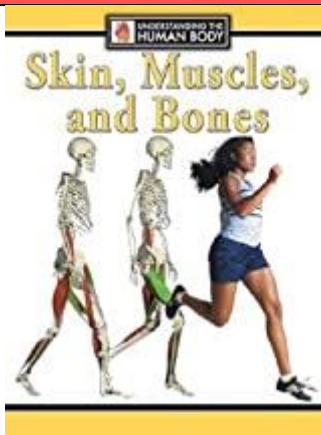
[How Do Our Bodies Move? - Bing video](#)

[What does your skeleton do? - BBC Bitesize](#)

[Eat yourself healthy - BBC Bitesize](#)

[Lunchbox ideas and recipes – Healthier Families - NHS \(www.nhs.uk\)](#)

Recommended Reads



Golden Thread

Humans