St. Francis Xavier's RC Primary School

Science Unit Guidance and Formative Assessment

Year Group:	**3 Autumn Term 1**	**Subject:**	**Science**
Unit:	Animals including Humans	**Prerequisite Learning and Curriculum Links**	**EYFS ELG The Natural World** Explore the natural world around them, making observations and drawing pictures of animals and plants; know some similarities and differences between the natural world around them and contrasting environments; understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. **Health and Self Care:** How to stay healthy and safe **Year 1:** Animals including humans- name different omnivores and herbivores. **Year 2:** Animals including humans- how to make healthy diet and exercise choices **Curriculum Links in Year 3** **Science:** Plants- conditions for growth and life **Design Technology:** Cooking and nutrition

ROCKS (Remembering Our Curriculum Knowledge and Skills)	
Animals and humans can not produce their own food: they get nutrition from what they eat	
Diet and nutrition should be altered for different animals and humans based on physical need	
To identify main parts of the skeleton and their function (support, protection or movement) and know that humans have muscles for movement	
Compare and classify animals based on their skeletons (or lack of skeleton)	
Progressive Journey:	**Skills:**
Compare how plants and animals obtain food Study the nutrients pyramid and identify how most foods contain different types of nutrients, vitamins and minerals Match nutrients with their purpose, such as calcium develops our bones Design own nutritious meal Compare different diets between animals and humans Sort animals into vertebrates and invertebrates Name and discuss the function of different parts of the skeleton Examine how muscles work	Research different food groups and how they keep us healthy Compare and contrast the diets of different animals Identifying and grouping animals with and without skeletons and observing and comparing their movement Gathering, recording and classifying information Exploring ideas about what would happen if humans did not have skeletons
Key Vocabulary Food, nutrition, food groups, vitamins, minerals, protein, carbohydrate, fibre, water, fats, repair, digest Skeleton, endoskeleton, exoskeleton, hydrostatic skeleton, invertebrate, vertebrate, Skull, cranium, rib, costal, rib cage, collarbone, clavicle, ankle, humerus, femur, metacarpals, scapula, pelvis, knee cat, patella, metatarsals, Protect, movement, support, hinge joint, ball and socket joint, gliding joint, contract, relax	