**Year 3 – Animals, including humans**

**Science Display:**Enquiry type symbols

Photographs

Vocabulary

Investigation Station

**Things to include each half term:**

1 x active learning

1 x outdoor science lesson

3 x experiments/investigations

1 x child-led investigation

3 x enquiry type lesson

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| **Lesson 1: Nutrition**  Identify & Classify  **Big Question – Do all animals have the same diet?**  *Investigation Station: Are these foods healthy? Can you use the pictures to create a healthy meal?*  Children to draw a concept map about what they learned in Y2 – animals – add to at the end of topic.  Show chn a range of foods and pictures of animals that eat them. Discuss which animals they think might eat which of the foods. Encourage them to look for clues in the pictures of the animals and foods. Recap herbivores, carnivores and omnivores with the chn and discuss their different diets. Chn to sort animals into their diets and think of different foods they may eat. | **Lesson 2: Nutrition**  Identify & Classify/Research  **Big Question – Where do living things get their food?**  *Investigation Station: range of materials to investigate*  Odd one out – which is healthy and which is not. Chn to discuss. Ask chn what would happen if we didn’t eat. Explain that we need food to continue existing. Chn to sort foods into good foods and bad foods. Can they remember the different food groups from Y2. Introduce nutrients and discuss the importance of a balanced diet. Chn to research the different nutrients and use this to design their own healthy meal. Label with the different nutrients it provides.  Visit the goats and discuss with the chn their diet. Is it the same/different. Where do the goats get their food? | **Lesson 3: Food Packaging**  Research  **Big Question – What nutrients do different food provide?**  *Investigation Station: skeleton, names of bones*  Nutrient match – what do the nutrients do in our body?  Children to look at different food packaging and discuss the different nutrients from the different foods. Discuss hidden sugars.  Look at amount per 100g for comparisons.  Children to complete table to show carbs, protein, fat per 100g of different foods. |
| **Lesson 4: The Human Skeleton**  Research  **Big Question – Why do animals have skeletons?**  *Investigation Station: skeleton, names of bones*  Have paper cut out and ask chn to label with body parts. Let it fall to the floor and ask if there is anything else a body needs.  Take the children outside and have them run, skip, jump and ask if they know what part of their body allows them to do this. Discuss the need for bones – protection, movement and support.  Observe the goats and focus on how they walk. Research the difference between human and goat skeletons.  \*child led investigation | **Lesson 5: The Human Skeleton**  Pattern Seeking  **Big Question – Do older people have longer bones?**  *Investigation Station: Why do we need bones and muscles? Rubber gloves, straws, string.*  Pose this question to the children and ask them how we can find out the answer.  Children to visit different year groups and take measurement of elbow-wrist and knee-ankle.  Children to record the measurements (link to length in maths).  Discuss what we could do with the measurements – create table. Children to write their answer to the question. | **Week 6: Muscles**  **Question – Why do animals have muscles?**  *Investigation Station: Diet information, skeleton to label, sheets to complete*  Children to recap the functions of a skeleton and learn about the different joints in a skeleton. Chn to find them on their body and investigate how they move in different ways.  Ask children if there is anything else that our bodies need to move – muscles. Children investigate their biceps and triceps – feel them change shape as they contract and how they tire when they have worked.  Children to make a hand model using straws for bones and string for muscles to see how bones and muscles work together. Large scale model. |