

Medium Term Plan

Year 3- Animals including humans

- 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.

Prior learning	Future learning
<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) 	<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)

What pupils need to know or do to be secure

Key learning	Possible evidence
<p>Animals, unlike plants which can make their own food, need to eat in order to get the nutrients they need. Food contains a range of different nutrients – carbohydrates (including sugars), protein, vitamins, minerals, fats, sugars, water – and fibre that are needed by the body to stay healthy. A piece of food will often provide a range of nutrients. Humans, and some other animals, have skeletons and muscles which help them move and provide protection and support.</p>	<ul style="list-style-type: none"> Can name the nutrients found in food Can state that to be healthy we need to eat the right types of food to give us the correct amount of these nutrients Can name some bones that make up their skeleton, giving examples that support, help them move or provide protection Can describe how muscles and joints help them to move
Key vocabulary	
<p>Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, joints, support, protect, move, skull, ribs, spine</p>	

Common misconceptions

Some children may think:

- 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.

Activities	Possible evidence
<ul style="list-style-type: none"> Classify food in a range of ways. Use food labels to explore the nutritional content of a range of food items. 	<ul style="list-style-type: none"> Can classify food into those that are high or low in particular nutrients Can answer their questions about nutrients in food, based on their gathered evidence

<ul style="list-style-type: none">• Use secondary sources to find out the types of food that contain the different nutrients.• Use food labels to answer enquiry questions e.g. How much fat do different types of pizza contain? How much sugar is in soft drinks?• Plan a daily diet to contain a good balance of nutrients.• Explore the nutrients contained in fast food.• Use secondary sources to research the parts and functions of the skeleton.<ul style="list-style-type: none">• Investigate patterns asking questions such as: •Can people with longer legs run faster? • Can people with bigger hands catch a ball better?• Compare, contrast and classify skeletons of different animals.	<ul style="list-style-type: none">• Can talk about the nutrient content of their daily plan• Use their data to look for patterns (or lack of them) when answering their enquiry question• Can give similarities e.g. they all have joints to help the animal move, and differences between skeletons
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