






Science Medium Term Plan

	Year Group:	Term:	Topic/Unit :		
	3	Autumn	Animals, including humans		
National Curriculum Programme of Study	<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. 				
Prior 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) 				
Future Learning	<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) 				
Links to other subjects	PSHE				
Enrichment	Explore a model skeleton.				
Working Scientifically	Comparative tests 	Identify and classify 	Observation over time 	Pattern seeking 	Research 
	How does the skull circumference of a girl compare with that of a boy?	How can we sort and group animals based on their skeletons?	How does our skeleton change over time? (from birth to death)	Do male humans have larger skulls than female humans?	Why do different types of vitamins keep us healthy and which foods can we find them in?
Working Scientifically Assessment Focus	<p>Plan: Ask questions and plan enquiry – Animals, including humans: investigating skeletons</p> <p>Working Scientifically Assessment Focus: Plan: Ask relevant questions and use different types of scientific enquiries to answer them</p> <ul style="list-style-type: none"> Can children ask questions about the diversity of human skeletons? Can children turn questions into a form that can be investigated? 				
Sticky vocabulary	<p>Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, joints, support, protect, move, skull, ribs, spine</p> <p>Working Scientifically vocabulary: evidence, information, difference, similarity, key, diagram,</p>				
End points	<ul style="list-style-type: none"> 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. 				

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| | <ul style="list-style-type: none">• Humans, and some other animals, have skeletons and muscles which help them move and provide protection and support. |
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