YEAR 3

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
ANIMALS INCLUDING HUMANS BIOLOGY	**The three Prime ELGs of Communication & Language, PSED and Physical Development provide the foundations of which all other learning is built upon.** **Specific:** **The Natural World ELG** 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, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores 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.	Notice that animals, including humans, have offspring which grow into adults 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.	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	Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey.	Describe the changes as humans develop to old age	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans.

ANIMALS INCLUDING HUMANS
COMPOSITES

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.							
COMPONENTS							
	1	**2**	**3**	**4**	**5**	**6**	**End Point**
	What is nutrition?	**Do all animals have the same diet?**	**What are the different types of skeletons?**	**What bones are in the human body?**	**Why do humans have skeletons?**	**What are skeletons and how do they work?**	**Children will be able to identify the differences between human and animal skeletons and diets. They will be able to label a human skeleton whilst noting the different muscles and joints that is also needed to complete a human's structure.**
CONCEPTS Link to concept map	**STRUCTURES HEALTH AND NUTRITION ENERGY**	**STRUCTURES HEALTH AND NUTRITION ENERGY**	**STRUCTURES HEALTH AND NUTRITION ENERGY**	**STRUCTURES HEALTH AND NUTRITION ENERGY**	**STRUCTURES HEALTH AND NUTRITION ENERGY**	**STRUCTURES HEALTH AND NUTRITION ENERGY**	
SKILLS	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. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.	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. Identifying differences, similarities or changes related to simple scientific ideas and processes	Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.	Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Making systematic and careful observations. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables	Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Making systematic and careful observations. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables	Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables	Identify animals and humans' nutritional needs. Identify the three types of skeleton, compare a human skeleton with animal skeletons. Identify that some bones and muscles protect, some support and some allow movement.
KNOWLEDGE	Know the 7 nutrients humans need and why.	Know that animals and humans have different	Know the three different types of skeleton	Know the names of the main bones in the human body.	Understand which bones protect, support	Know that your skeleton could not move without having muscles.	Animals and humans both need nutrients but have different nutritional needs. There skeletons are made

		nutritional needs and why.			and know the different joints.	Understand how muscles allow movement.	up of bones and muscles which create movement.
LESSON LINK	MTP Term 2	MTP Term 2	MTP Term 2	MTP Term 2	MTP Term 2	MTP Term 2	
PROGRESSIVE VOCABULARY	nutrition nutrients food groups vitamins minerals proteins carbohydrates fibre	nutrition nutrients food groups vitamins minerals proteins carbohydrates fibre water fats	skeleton invertebrate vertebrate endoskeleton exoskeleton hydrostatic skeleton	skull cranium rib cage collarbone humerus femur tibia fibula phalanges	protect move movement support joints hinge ball joint socket joint gliding joint	muscle muscles contract/contracted relax/relaxed voluntary involuntary	Articulate and recognise subject specific vocabulary
CURRICULUM EXPERIENCES						Children participate in a range of activities to understand muscle movement.	
END POINT	Children will be able to identify the 7 nutrients and explain how each nutrient helps our bodies.	Children will understand the quantity of nutrients that humans need and identify why animals have different nutritional requirements to humans.	Children will be able to name the three different skeletons and understand the difference between vertebrate and invertebrate.	Children will be able to identify and name the main bones in a human body.	Children will know which parts of a skeleton help protect and support the body.	Children will know that without muscles, skeletons would not have movement.	