

Learning journey	Science	Animals Including Humans	Year 3 Autumn 1	
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Building on prior learning	Theme overview	Preparing for future learning	Vocabulary
<p>In key stage 1 children learn about how animals survive and what they need to do so including using their senses to hunt and find food. They also learn about animal life cycles</p> <p>Before the start of the unit they will be able to discuss foods animals eat and how they use their senses to find food.</p>	<p>A. Different animals are adapted to eat different foods.</p> <p>B. Food is broken down by the.</p> <p>C. Animals have teeth to help them eat. Different types of teeth do different jobs.</p> <p>D. Many animals have skeletons to support their bodies and protect vital organs.</p> <p>E. Muscles are connected to bones and move them when they contract.</p> <p>F. Movable joints connect bones.</p>	<p>The next linked unit of work is circulation – Y6</p> <p>Children will learn that the circulatory system is made up of the heart, blood and blood vessels. Blood circulates around the body in a way that ensures all muscles in the body get a supply of oxygen and sugar.</p> <p>B. The heart is a muscle and a pump. It pumps blood through blood vessels around the body, delivering oxygen from the lungs and sugar from the intestines to all parts of the body including muscles.</p> <p>C. All animals need oxygen to survive. Air is breathed into the lungs where the oxygen is passed into the blood. Every part of the body needs oxygen, especially muscles.</p> <p>D. Diet, exercise, drugs and lifestyle all have an impact on the body's function.</p>	<ul style="list-style-type: none"> • Skeleton, bones, joints, muscles, ligaments. <ul style="list-style-type: none"> • Move, bend and rigid. • Torso, protect, lungs, brain, and heart. <ul style="list-style-type: none"> • Contract, relax, and pull. • Support, strength, weight.

NC coverage and HWJS skills development	Knowledge organisers
<p><u>National curriculum coverage for Science</u></p> <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 <p><u>HWJS skills development</u></p> <p><i>Recognise that factors other than that we are changing may have an effect and seek to control these factors (what change and what measure and what keep same).</i></p>	<p>Chapter 1: Skeletons protect vital organs</p> <ul style="list-style-type: none"> • All vertebrates have internal skeletons that protect vital organs. • Invertebrates have exoskeletons that protect vital organs <p>Chapter 2: Skeletons support weight</p> <ul style="list-style-type: none"> • Skeletons support the weight of land animals. Stronger bones can support more weight <p>Chapter 3: Skeletons support movement</p>

<ul style="list-style-type: none"> Gather evidence to describe and classify patterns of behaviour, characteristics and properties of materials and make generalisations from data samples. 	<ul style="list-style-type: none"> Bones are connected (but can move relative to each other) at joints. Muscles connect to bones and move them when they contract. Stronger bones can anchor stronger muscles 			
<p><u>Connections / deepening understanding</u></p> <p>How is the understanding of this area deepened in other areas of the curriculum? What links are there in the other subjects in the curriculum?</p>	<p><u>RADE</u></p> <p>Are the rights of the child relevant in this area of study - do they get referred to in the work?</p>	<p><u>Assessment</u></p> <p>By the end of the unit the children will be able to ... Details of the objectives that they will have covered within this unit of work</p>		
<p>English – Note making and report writing P.E. – Health and exercise P.S.H.E – The importance of a healthy diet.</p>		<p>Food is broken down by the teeth and further in the stomach and intestines where nutrients go into the blood. The blood takes nutrients around the body.</p>	<p>Animals have teeth to help them eat. Different types of teeth do different jobs.</p>	<p>Many animals have skeletons to support their bodies and protect vital organs. Muscles are connected to bones and move them when they contract.</p>
<p>Assessment recording for the unit - checking the level of pitch of the work</p>				
<p><u>Key skill(s)/ knowledge to be assessed by the end of the unit</u></p>	<p><u>Lower attaining</u></p>	<p><u>Middle attaining</u></p>	<p><u>Higher attaining</u></p>	
<p>Details of key skill(s) that this unit will cover</p> <ul style="list-style-type: none"> Food is broken down by the teeth and further in the stomach and intestines where nutrients go into the blood. The blood takes nutrients around the body. Animals have teeth to help them eat. Different types of teeth do different jobs. Many animals have skeletons to support their bodies and protect vital organs. 	<p>Description of the level of ability that the child has to use these skill(s):</p> <p>Pupils can describe that animals have teeth that break down food.</p> <p>That skeletons support our bodies.</p>	<p>Description of the level of ability that the child has to use these skill(s):</p> <p>Pupils can describe that animals have teeth that break down food and that there are different types of teeth that have different jobs.</p> <p>That skeletons support our bodies and protect vital organs.</p>	<p>Description of the level of ability that the child has to use these skill(s):</p> <p>Pupils can describe that animals have teeth that break down food and that there are different types of teeth that have different jobs. They can justify which teeth do which jobs.</p> <p>That skeletons support our bodies and protect vital organs. Can begin to</p>	

<ul style="list-style-type: none">• Muscles are connected to bones and move them when they contract.			describe why bones are as they are to do this (e.g skull to protect brain being fused)
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NB: The assessments are completed for two reasons – to enable the class teacher and in turn the subject leader to evaluate the pitch of the learning within the unit in order to consider any necessary updates and for the class teacher to report to parents on the attainment of pupils in the end of year reports.