# Science

**Year 3**

Autumn 1

Animals Including Humans (1)

## Year 3
## Science
Animals Including Humans (1) Diets

**National Curriculum**
- 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

**National Curriculum – Working scientifically**
- I can ask questions and use different types of scientific enquiries to answer them
- I can set up simple practical enquiries, comparative and fair tests. (Fair testing with support.)
- I can use my own ideas to make predictions before testing.
- I can organise results with support.
- I can understand the importance of organising results as or after they are gathered, (some still supported).
- I can gather, record, classify and present data in a variety of ways to help in answering questions
- I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables
- I can make observations and take measurements using standard units, using a range of equipment, including thermometers and data loggers
- I can recognise that effects have causes.
- I can use straightforward scientific evidence to answer questions or to support my findings. (Attempting to explain what they see.)
- I can report on finding from enquiries, including spoken and written explanations, displays or presentation of results and conclusion
- I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- I can explain differences, similarities or charges related to simple scientific idea and processes

**Key objectives to cover**

- To learn about the importance of nutrition.
- To learn the main body parts associated with the skeleton and muscles
- To find out how different parts of the body have special functions and what they are.
- Group animals with and without a skeleton
- Observe and compare movement of invertebrates and vertebrates,
- Contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat.
- Research different food groups and how they keep us healthy
- Design meals based on what they find out.

**Areas to be covered in this module**
Identifying and classifying
Research

| Science – Animals Including Humans (1) Diets | |
|---|---|
| Key Question – What would happened if you did not eat carbohydrates? | |
| Objectives | |
| Common misconceptions:<br>Some children may think:<br><br>• certain whole food groups like fats are 'bad' for you.<br>• certain specific foods, like cheese are also 'bad' for you.<br>• diet and fruit drinks are 'good' for you. | |
| • identify the components of a healthy, balanced diet<br>• identify and explain why humans need a healthy diet<br>• identify the amount of sugar in different food groups.<br>• create a healthy diet/meal for a human<br>• identify the nutrients contained in food.<br>• use our knowledge to explain what other animals would need in their diet. | |
| Assessment – Answer key question using skills learnt with regards to diets. | |
| Vocabulary | Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, |

| Working Scientifically<br>Animals Including Humans- Diet | |
|---|---|
| Identifying and Classifying | • identify and classify food into the main food groups.<br>How can we group the food we eat? |
| Research | • identify the components of a healthy, balanced diet<br>Research food groups. |
| Research | • use our knowledge to explain what other animals would need in their diet.<br>Children to identify the different diets animals have.<br>Researching from secondary sources the animals meals. |