| Pentecost 1<br>Science Year 3: Animals including Humans (Biology) | | | |
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| **Scripture Link:** 1 Corinthians 10:31 | | | |
| **National Curriculum Objective**<br>• | | | |
| **Enquiry Question: How does the human body need?** | | | |
| | Lesson 1 | Lesson 2 | Lesson 3 |
| **Learning intention for each lesson** | To know the function of the human skeleton and our muscles. | To know how muscles contract and relax | To know about nutrition and nutritional value |
| **Recall and Retrieval** | know that a muscle is made up of long threads, or fibres.<br>know that skeletal muscle controls movement, posture (position of the body), and balance.<br>know what the term 'lifecycle' refers to | Know what attract and repel mean<br>Know some forces that can change the shape pf materials<br>know some of the healthy foods that humans should have in their diet. | Know what is meant by a balanced diet<br>Know what can keep me healthy<br>know what 'alive' means<br>know what 'dead' means |
| **Sequence of substantive knowledge throughout the lesson** | that skeletons and muscles provide protection and allow us to move. | That muscles can only pull – they can't push.<br><br>Muscles are fleshy tissue attached to the skeleton.<br><br>Every muscle is made up of a pair. | That nutrition refers to substances that support our immune system, maintain healthy bones and teeth and support growth.<br>Animals and humans get nutrients from the food they eat.<br><br>That there are 7 nutrition food groups: carbohydrates, proteins, fibre, fats, vitamins, minerals and water. |
| **Key Skills/disciplinary knowledge** | • **asking relevant questions and using different types of scientific enquiries to answer them;**<br>• **setting up simple practical enquiries, comparative and fair tests;**<br>• **making systematic and careful observations**<br>• **reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions;**<br>• **identifying differences, similarities or changes related to simple scientific ideas and processes;** | • **asking relevant questions and using different types of scientific enquiries to answer them;**<br>• **setting up simple practical enquiries, comparative and fair tests;**<br>• **making systematic and careful observations**<br>• **gathering, recording, classifying and presenting data in a variety of ways to help in answering questions;**<br>• **recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables;**<br>• **using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions;** | • **asking relevant questions and using different types of scientific enquiries to answer them;**<br>• **gathering, recording, classifying and presenting data in a variety of ways to help in answering questions;**<br>• **recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables;**<br>• **using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions;**<br>• **identifying differences, similarities or changes related to simple scientific ideas and processes;** |

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| | | • **identifying differences, similarities or changes related to simple scientific ideas and processes;** | |
| **Key Vocabulary** | skeleton, bones, support, protect, skull, ribs, spine, muscles, joints | skeleton, bones, support, protect, skull, ribs, spine, muscles, joints | Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, |
| **Main teaching activity** ***If the school has another short term planning format, this does not need to be included.*** | | | |
| **Scaffolding** | | | |
| **Challenge** | | | |
| **Diversity Links** | | | |
| **Catholic Social Teaching Principles** | Human Dignity – we are all equal in Gods eyes and loved | | |
| **British Values** | | | |
| **Wider links** | | | |

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| | Lesson 4 | Lesson 5 | Lesson 6 |
| **Learning intention for each lesson** | To represent nutritional data in graph form | To play the Eatwell game. | |
| **Recall and Retrieval** | That nutrition refers to substances that support our immune system, maintain healthy bones and teeth and support growth.<br>Animals and humans get nutrients from the food they eat.<br>That there are 7 nutrition food groups: carbohydrates, proteins, fibre, fats, vitamins, minerals and water. | Word quiz:<br>Explain: nutrition, muscle, skeleton, carnivore, omnivore, herbivore, diet | |
| **Sequence of substantive knowledge throughout the lesson** | Humans need a balance of the nutrients to help them grow healthily.<br><br>Nutritional value refers to the measure of the different nutrients in items of food | That the Eatwell Guide has been developed to help people maintain a healthy, balanced diet. | |
| **Key Skills/disciplinary knowledge** | • **asking relevant questions and using different types of scientific enquiries to answer them;**<br>• **recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables;**<br>• **using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions;**<br>• **identifying differences, similarities or changes related to simple scientific ideas and processes;** | • **making systematic and careful observations**<br>• **gathering, recording, classifying and presenting data in a variety of ways to help in answering questions;**<br>• **using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions;** | |
| **Key Vocabulary** | Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, | Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, support, protect, skull, ribs, spine, muscles, joints | |
| **Main teaching activity** | | | |

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| **Challenge** | | . | |
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| **British Values** | | | |
| **Wider curriculum links** | | | |