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| Year 3 Science – Animals (Nutrition & Skeleton/Muscles)– Spring 1 | | | |
| What should I already know? | What am I going to learn in this unit? | Vocabulary I need to know | |
| * Begin to make sense of their own life-story and family’s history. * Notice differences between people. * Notice that animals, including humans, have offspring which grow into adults. * Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. * Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | * I can 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 * I can identify that humans and some other animals have skeletons and muscles for support, protection and movement * I can identify and group animals with and without skeletons and observe and compare their movement * I can explore ideas about what would happen if humans did not have skeletons * I can compare and contrast the diets of different animals * I can research different food groups and how they keep us healthy | Nutrition  Nutrition Then and Now - Tufts Health & Nutrition Letter | Food or nourishment necessary for food and growth. |
| Skeleton  Skeleton | MayRey Wiki | Fandom | External framework of bone, cartilage, or other rigid material supporting or containing the body of an animal or plant. |
| Muscles  Wait – Muscles are Organs? | A band or bundle of fibrous tissue in a human or animal body that can contract. |
| Movement  Movement Dimensions & Drawings | Dimensions.com | An act of moving. |
| Healthy  Healthy lifestyle Vectors & Illustrations for Free Download | Freepik | In a good physical or mental condition. |
| Balanced Diet  What exactly is a balanced meal? | alimentarium | A diet consisting of a variety of different types of food and providing adequate amounts of the nutrients necessary for good health. |