

What am I going to learn in this unit?

Vocabulary I need to know

Sticky Knowledge:

- A. Recall the three key functions of the skeleton (movement, support and protection).
- B. Describe a vertebrate, invertebrate, endoskeleton and exoskeleton.
- C. Identify and name the skull, spine, ribs and pelvis on a diagram.
- D. Recall that muscles cause movements in the body, some of which we control by choice and that they cause a movement by shortening and pulling on a bone.
- E. Recall that animals, including humans, need to eat food to survive.
- F. Describe some examples of how energy is used by the body and make comparisons about the energy demands between people.
- G. List some of the seven nutrient groups, name foods that are good sources of them and describe what they are needed for in the body.
- H. Compare two different meals and explain which is more balanced by naming the nutrient groups and commenting on the relevant proportions.

Working Scientifically Skills:

1. Use information about skeletons to group animals.
2. Record measurements of different bones and use the data to sort them into size order.
3. Describe some ways scientific research has improved the field of bionics/prosthetics, such as the choice of materials or linking their movement to muscles in the arm.
4. Find relevant data on food packaging and make numerical comparisons.
5. Summarise key information using secondary sources.
6. Describe some changes to scientific knowledge and jobs that require this information.

Nutrition



Food or nourishment necessary for food and growth.

Skeleton



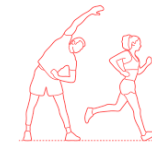
External framework of bone, cartilage, or other rigid material supporting or containing the body of an animal or plant.

Muscles



A band or bundle of fibrous tissue in a human or animal body that can contract.

Movement



An act of moving.

Healthy



In a good physical or mental condition.

Joint



A joint is the place where two bones meet.