



Prior learning to reactivate

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- identify and name a variety of common animals that are carnivores, omnivores and herbivores.
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- notice that animals have offspring, which grow into adults.
- find out about and describe the basic need of animals including humans for survival (water, food and air).
- describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

Key learning

Humans cannot make their own food (like plants do) so they get nutrition from the food they eat.

Humans need the correct balance of nutrition, and plenty of exercise, to grow and stay healthy.

Humans and some other animals have a skeleton which protects them, helps them to stay upright and to help them to move.

The skull protects the brain; the ribs protect the heart and lungs; the spine keeps us upright and helps us to move; the pelvis protects our intestines and bladder and helps our legs to move (and connects them to our torso).

Heart pumps blood around the body; lungs help us to breathe; stomach digests food; intestines absorb nutrients from food and drink; brain controls everything in our body.

Key vocabulary

Energy	The ability to do physical activity
Nutrients	The important things in food such as vitamins, minerals, carbohydrates, etc.
Skeleton	A structure made of bones that supports the body
Exoskeleton	A hard covering which protects the bodies of invertebrates
Muscle	Tissues which control movement in our body
Organs	Parts inside our body which do specific jobs to keep us alive
Digest	To break down food
Vertebrate	Animals with a backbone (spine)
Invertebrate	Animals without a backbone (spine)
Joints	The point where two bones meet to allow body parts to move

SCIENTIFIC SKILLS

By the end of the year, children should be able to...

- Ask their own questions relating to the topic
- Make predictions about the outcomes of investigations
- Set up simple practical investigations
- Be able to identify simple ways in which a fair test can be created
- Make simple observations, including through the use of a range of recording/measurement equipment
- Gather and record data
- Present data in a variety of ways, including diagrams, charts, tables, and graphs
- Draw simple conclusions on results and link back to the theory discussed
- Suggest improvements for further investigations

Opportunities for scientific enquiry within the unit:

- Identifying and grouping animals with and without skeletons and observing and comparing their movement
- Exploring ideas about what would happen if humans did not have skeletons.
- Compare and 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, and design meals based on what they find out.

