



Learning Module:
Animals including Humans - Year 3

Pupil outcomes as a result of this module

<u>Knowledge</u>	National curriculum References
<ul style="list-style-type: none"> • 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 by investigating skeleton types. • Asking relevant questions and using different types of scientific enquiries to answer them 	<p>3A</p> <p>3b</p> <p>1A</p>
<p><u>Skills</u></p> <ul style="list-style-type: none"> • Compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. • Identify that humans and some other animals have one skeleton by identifying the parts of the skeleton. • Research different food groups and how they keep us healthy and design meals based on what they find out. • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • Setting up simple practical enquiries • Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers 	<p>Non-Statutory Guidance</p> <p>Non-statutory Guidance</p> <p>Non-statutory Guidance</p> <p>1D</p> <p>1B</p> <p>1C</p>
<p><u>Understanding</u></p> <ul style="list-style-type: none"> • Identify that humans and some other animals have skeletons and muscles for support, protection and movement. • Identify that humans and some other animals have muscles for movement by examining how muscles work. • Recording findings using simple scientific language writing the results of the practical investigation. • Record findings using straightforward scientific evidence to answer questions or to support their findings. • Identifying differences, similarities or changes related to simple scientific ideas and processes • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions 	<p>3B</p> <p>Non-statutory Guidance</p> <p>1e</p> <p>1i</p> <p>1h</p> <p>1F</p>