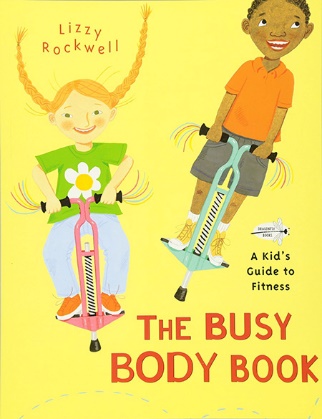
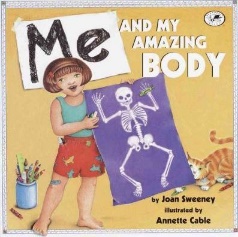
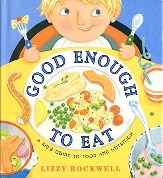
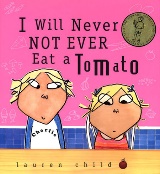
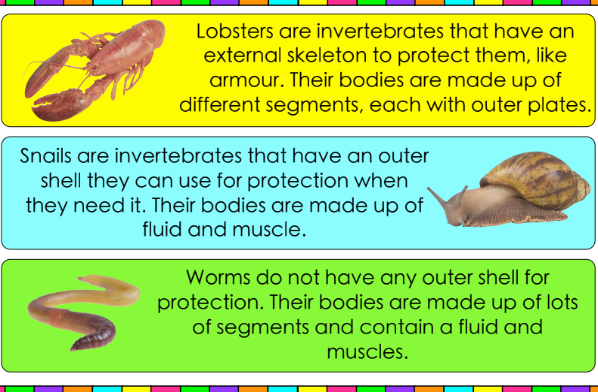
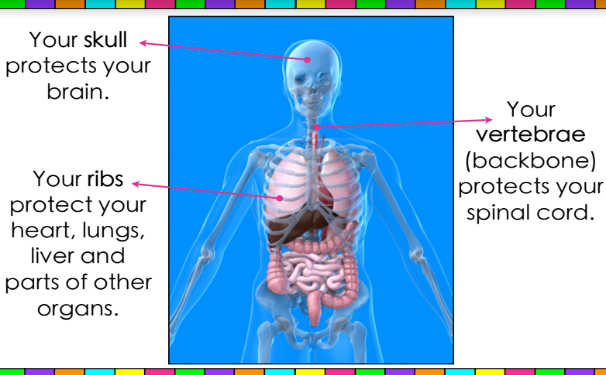
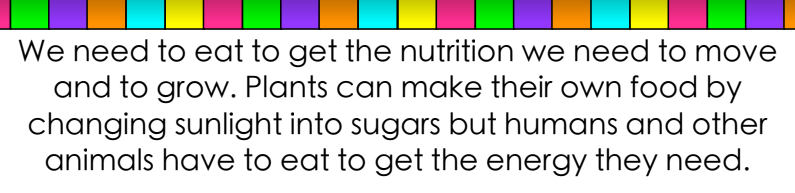


**Science - Year 3 – Spring 1 & 2 – Health and Movement**

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**Knowledge**

**Books**

**Skills**

🞄Identify that humans get nutrition from what they eat.

🞄I know that humans need to eat to grow and move.

🞄I know that different animals have different diets.

🞄I understand the differences between invertebrates and vertebrates.

🞄Talk about your learning.

|  |  |
| --- | --- |
| **Vocabulary** | **Meaning** |
| **carbohydrates** | a compound made of carbon, hydrogen, and oxygen. It is formed by plants, and it is used in the body to easily produce and store energy. Sugars and starches are carbohydrates. |
| **endoskeleton** | the internal bony supporting framework characteristic of vertebrates. |
| **exoskeleton** | an external supporting structure such as the shell of a crustacean. |
| **fibre** | a plant material found in food that is not digested by the body but that plays an important part in good health. |
| **hydrostatic** | the scientific study of liquids at rest, especially with regard to pressure and equilibrium. |
| **invertebrate** | an animal that does not have a backbone or skeleton inside its body. |
| **minerals** | a substance formed in the earth that is not of an animal or a plant. Gold, silver, iron, and salt are minerals. |
| **nutrition** | the act or process of eating and using the nutrients in food for living and growing. |
| **protein** | a substance that is made up of nitrogen, carbon, oxygen, hydrogen, and possibly other elements. Proteins are found in all living things and are a necessary part of life processes. |
| **skeleton** | the inner framework of bones and cartilage in vertebrate animals. Skeletons support the body and protect softer body parts. |
| **vertebrate** | an animal that has a skeleton with a backbone inside its body. Mammals, birds, amphibians, reptiles, and fish are large groups of vertebrates. |
| **vitamins** | one of a number of natural or human-made substances needed for the health and normal working of the body. Humans get most of their vitamins from food. |

**Growth Mindset Strategies**



**What I will know and be able to do at the end of the topic.**

**What I should be able to do and know now.**

**Knowledge**

I know that some animals including humans have a skeleton.

I can suggest why some animals including humans have bones.

I know what foods are healthy and which are not.

I understand that animals need to eat to get their nutrition, just like humans.

I know how non-fiction books can help my learning.

**Skills**

Identify that different foods can give us nutrients to help us grow and move.

I am able to read information from a chart or table.

I can compare, sort and group objects, animals, foods and materials.

I understand that in order to stay healthy, we cannot eat just any food.

**Knowledge**

**I can explain the difference between vertebrates and invertebrates.**

**I understand that muscles work in pairs to move different parts of the body.**

**Can you identify what the animals with a skeleton are called?**

What do skeletons have in common?

I can recognise whether an animal is a h\_\_\_\_\_\_\_\_, c\_\_\_\_\_\_\_\_ or a o\_\_\_\_\_\_\_\_\_.

**Skills**

**What type of chart can I use to display my results?**

I can explain my predictions and conclusions using key words or prompts.

Investigate the different types of diets eaten by different animals.

**What I will be learning**

🞄To identify that humans get the nutrition they need from what they eat.

🞄To identify that a balanced diet is needed in order to stay healthy.

🞄To investigate which foods different animals eat.

🞄To explore human and animal skeletons.

🞄To find out about how the skeleton supports and protects the body and to investigate how invertebrates are supported.