

# Health and Movement : Science : Year 3

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To identify that humans get the nutrition they need from what they eat.	Children will learn about the need for a varied diet in order to get the right nutrition, then either sort food into groups, giving reasons, or visit a supermarket to learn more about different food groups.	<ul style="list-style-type: none"> <li>Do children know that humans get nutrition from what they eat?</li> <li>Can children identify and group a variety of foods?</li> <li>Can children recognise foods for growth and foods for energy?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C/1D</li> <li>Picture Cards</li> <li>Group Cards</li> <li>Digital cameras - optional (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To identify that a balanced diet is needed in order to stay healthy.	Children will continue to learn about the need for a varied, balanced diet by looking at healthy eating plates and examples of healthy meals (and planning their own). They will also consider ways in which people with dietary restrictions can have a balanced diet.	<ul style="list-style-type: none"> <li>Do children know that humans need to eat to grow and move?</li> <li>Do children understand what is meant by the term 'balanced diet'?</li> <li>Can children identify and describe which food groups we should eat most of and which food groups we should eat least of?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Healthy Eating Plate sheet (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To investigate which foods different animals eat.	Children will find out about what some animals eat. They will use technical vocabulary to describe different types of animal, and present their findings (following research about animals, their habitats and their diets) in their own words.	<ul style="list-style-type: none"> <li>Do children know that different animals have different diets?</li> <li>Can children use secondary sources to find out about the diets of different animals?</li> <li>Can children recognise whether an animal is a herbivore, carnivore or omnivore?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C/3D</li> <li>Books, internet, etc.</li> <li>Animal Cards (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To carry out an investigation to find out what pets eat.	Children will think about what questions could be asked to learn more about what pets eat. They may then either plan and conduct an investigation, or study a given set of results. In either case, children will present data using pictograms or bar graphs.	<ul style="list-style-type: none"> <li>Can children pose questions that can be investigated?</li> <li>Can children gather data systematically?</li> <li>Can children present and evaluate the results of an investigation?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C/4D/4E</li> <li>Results Sheet (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To explore human and animal skeletons.	Children will learn about bones in humans and other animals. They will then either label skeleton diagrams, or identify similarities between the skeletons of a variety of animals.	<ul style="list-style-type: none"> <li>Do children know that animals with a skeleton are called vertebrates?</li> <li>Can children identify different bones in the human skeleton?</li> <li>Can children compare bones in animal and human skeletons?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B/5C/5D</li> <li>Books, access to internet, etc.</li> <li>Picture Cards (FSD? activity only)</li> <li>Skeleton Sheet (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To find out about how the skeleton supports and protects the body and to investigate how invertebrates are supported.	Children will learn about the functions of the skeleton in vertebrates, and how some invertebrates move and are protected in different ways. They will then research and describe various invertebrates.	<ul style="list-style-type: none"> <li>Do children know the difference between vertebrates and invertebrates?</li> <li>Do children know that internal skeletons support and protect the body?</li> <li>Do children know how the bodies of invertebrates support and protect them?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 6A/6B/6C</li> <li>Books, access to internet, etc.</li> <li>Picture Cards (FSD? activity only)</li> <li>Label Cards (FSD? activity only)</li> </ul>
<b>Lesson 7</b>	To find out what muscles are and how skeletal muscles help us to move.	Children will continue to learn about how the body moves, focussing on the ways muscles work. They will then study a variety of sources to find out more about muscles, noting their findings.	<ul style="list-style-type: none"> <li>Do children know that muscles help us move?</li> <li>Do children know that muscles work in pairs to move different parts of the body?</li> <li>Do children know that some animals have strong muscles for particular purposes?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 7A/7B/7C</li> <li>Fact Cards</li> <li>Challenge Cards (FSD? activity only)</li> <li>End of Unit Quiz</li> </ul>