

Topic Theme and Overview: Intent

The children will investigate factors that contribute to a healthy lifestyle and recognise the need for a balanced diet. They will explore the bones in their skeleton and name its functions. They will compare different animal skeletons. The children will find out how muscles make bones move. They will carry out a pattern seeking investigation involving a part of their body.

Vocabulary:

Healthy, diet, exercise, hygiene, .balanced diet, food pyramid, carbohydrates, fats, proteins, dairy, sugary foods, foods for growth and energy.

Parts of skeleton, function, vertebrate, invertebrate, muscles. Observe, compare, classify, pattern seeking, research.

Opportunities to assess pupil progress:

- Practical investigations.
- Teacher observations
- Pair & Group Discussions
- Oral and written explanations.
- Feedback discussions with pupils during tasks.

Resources:

Animal and human X-rays. Velcro and jigsaw human skeleton. Sheep skull



Links with other areas of the curriculum:

- Numeracy. (Measuring skills)
- P.S.H.E Healthy diet and self-care.

Supporting reading:

Reference books on skeletons and diet.

Learning outcomes: Impact

All children will:

- Understand the need for a balanced diet and healthy life style.
- Know the 3 main bones in an animal skeleton; spine, skull, ribs.
- Recognise the bones in the skeletons of other animals.
- Know the functions of an animal skeleton.
- Make simple measurements with support.

Most children will:

- Classify foods into different groups.
- Devise a balanced meal.
- Know why animals need to eat.
- Classify animals into vertebrates and invertebrates.
- Recognise the main bones in the skeletons of humans and other animals.
- Know how muscles allow bones to move.
- Carry out a pattern seeking investigation making simple measurements.

Some children, exceeding expectations, will:

- Identify foods for growth and energy.
- Make accurate measurements.
- Identify patterns in enquiries.

Tasks/activities informed by National Curriculum: Implementation

1. Identify factors involved in a healthy life style.
2. Classify foods into different groups and recognise the need for a balanced diet.
3. Identify the main bones in human and animal skeletons.
4. Classify animals into vertebrates and invertebrates.
5. Know the function of a skeleton and the role of muscles in movement.
6. Carry out a pattern seeking investigation.

National Curriculum aims:

Humans and other animals

- 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 and muscles for support, protection and movement.

Working scientifically

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.