








Animals including humans Y3/4

Key vocabulary

Key Vocabulary		
healthy		in a good physical and mental condition
nutrients		substances that living things need to stay alive and healthy
energy		strength to be able to move and grow
carbohydrates		provide energy
protein		helps growth and repair
fibre		helps you to digest the food that you have eaten
fats		provide energy
vitamins		keep you healthy
minerals		keep you healthy
water		moves nutrients around your body and helps to get rid of waste

Key Vocabulary	
digest	Break down food so it can be used by the body.
oesophagus	A muscular tube which moves food from the mouth to the stomach.
stomach	An organ in the digestive system where food is broken down with stomach acid and by being churned around.
small intestine	Part of the intestine where nutrients are absorbed into the body.
large intestine	Part of the intestine where water is absorbed from remaining waste food. Faeces are formed in the large intestine.
rectum	Part of the digestive system where faeces are stored before leaving the body through the anus.
teeth	Hard structures in the mouth that help with biting and chewing food.

What you already know:

- We know that animals including humans have offspring which grow into adults.
- We were able to find out about and describe basic needs of animals, including humans for survival.
- We can describe the importance of exercise for humans, eating the right amount of different foods and hygiene.

What you will know by the end of this unit:

- I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- I know the main body parts associated with the skeleton and muscles and how different parts of the body have special functions.
- I can describe the simple functions of the basic parts of the digestive system in humans. Know and name main body parts associated with the digestive system (that is, mouth, tongue, teeth, oesophagus, stomach, small and large intestine).
- I understand how different food groups contribute to different parts of the body remaining healthy, for example, calcium assisting bone growth and repair.
- I can identify that animals including humans need the right types and amount of nutrition, they cannot make their own food and they get nutrition from what they eat.
- I can identify the different types of teeth in humans and their simple functions. Comparing teeth of carnivores and herbivores, finding out what damages teeth and how to look after them.
- I can construct and interpret a variety of food chains, identifying producers, predators and prey.

Scientific enquiry:

- *Ask relevant questions and using different types of scientific enquiries to answer them.*
- *Set up simple practical enquiries, comparative and fair tests.*
- *Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, use a range of equipment, including thermometers and data loggers.*
- *Gather, record, classify and present data in a variety of ways to help in answering questions.*
- *Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.*
- *Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.*
- *Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.*
- *Identify differences, similarities or changes related to simple scientific ideas and processes.*
- *Use straightforward scientific evidence to answer questions.*