



Year Three and Four	Topic – Animals including humans	Term: Summer 1
Building on Prior Knowledge	Future learning	Key vocabulary
Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals, including humans) Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals, including humans) Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 - Animals, including humans) Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). (Y2 - Animals, including humans) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Y2 - Animals, including humans)	Describe the simple functions of the basic parts of the digestive system in humans. (Y4 - Animals, including humans) Identify the different types of teeth in humans and their simple functions. (Y4 - Animals, including humans) Construct and interpret a variety of food chains, identifying producers, predators and prey. (Y4 - Animals, including humans) Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. (Y6 - Animals, including humans)	Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, joints, support, protect, move, skull, ribs, spine
Knowledge	Working Scientifically	
An adequate and varied diet is beneficial to health Regular and varied exercise from a variety of different activities is beneficial to health Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Identify animals (vertebrates) which have a skeleton which supports their body, aids movement & protects vital organs (e.g. name and locate skull, backbone, ribs, bones for movement/limbs, pelvis)	Identifying and grouping animals with and without skeletons. Observing and comparing their movement. Exploring ideas about what would happen if humans did not have skeletons. Sort, group, compare Compare and contrast functions, diets, teeth, changes over time. Record similarities and differences. Decide ways and give reasons for sorting, grouping, classifying, identifying things/objects, living things, processes or events based on specific characteristics. Questioning Explore their own ideas about 'what if....?' scenarios e.g. humans did not have skeletons.	



Key Learning

Animals, unlike plants which can make their own food, need to eat in order to get the nutrients they need. Food contains a range of different nutrients – carbohydrates (including sugars), protein, vitamins, minerals, fats, sugars, water – and fibre that are needed by the body to stay healthy. A piece of food will often provide a range of nutrients.

Humans, and some other animals, have skeletons and muscles which help them move and provide protection and support.