Pupils should be taught to:

- Identify that animal, including humas, need the right types of ad amount of nutrition, and that they cannot make their own food- they get nutrition from what they eat.
- Identify that human and some other animals have skeletons and muscles for support, protection and movement.

The principal focus of science teaching in lower key stage 2 is to enable pupils to broaden their scientific view of the world around them. They should do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions. They should ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They should draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out. 'Working scientifically' is described separately at the beginning of the programme of study but must always be taught through and clearly related to substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content. Pupils should read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge.

'Working scientifically' is related to the teaching of substantive science content, examples show how scientific methods and skills might be linked to specific elements of the content:



During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- 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

Prior Learning:	Future Learning:
 identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1) Identify and name a variety of common animals that ae carnivores, herbivores and omnivores. (Y1) Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets. (Y1) Find out and describe the basic needs of animals, including humans, for survival. (Y2) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Y2) 	 Describe the simple functions of the basic parts of the digestive system in humans. (Y4) Identify the different types of teeth in humans and their simple functions. (Y4) Construct and interpret a variety of food chains, identifying producers, predators and prey (Y4) Recognise the impact of diet, exercise, drugs and lifestyle on the way their body's function. (Y6)

Key guestions	Teaching and learning activities	Resources	Written
(Show how content	(Linked directly to objectives)	(To help pupils reach the learning	and non-
and concepts link)		objectives)	written
Differentiated			Outcome
Learning Objectives			S
			(Assessm
			ent
			including
			homewor
		Activity A. DeveryDetate of the sta	k's)
1) What is important in a	Science reasoning task:	Activity 1: PowerPoint of book.	
humans?	https://avplorifu.uk/ap/activities/w		Homewor
	hats going on /takegway dinner	Activity 2: classify/ Venn diagram	a food
<mark>Science capital:</mark> What	Turis-young-on uncarring-uniter		diary
kinds of food do you eat?	Funny Bones story-what do you		·
Why do you eat them?	think they eat to stay healthy and	Activity 3: client information and	
Science Working	nutritional? What do humans	bar chart template	
scientifically Skills:	need to survive? What do animals		
Asking questions /	need to survive?		
\frown			
	Activity 1: Read Funny bones as		
	stimulus- Discuss what to		
observing	animals and numans needs to survive? What is		
	nutrition?		
Science Enquiry Type:	Activity 2: Discuss food chains and		
Pattern seeking	different diets of herbivores,		
	omnivores and carnivores.		
	Activity 2. analyze diant diamy of		
	what they ate. Pupils to identify		
Pupils will understand	how much sugar is their diet daily.		
food can contain range	Create a bar chart of the		
of nutrients that they	information.		
need for the body to			
stay healthy. They will			
also understand that			
food A piece of food			
can provide a range of			
nutrients			
Misconception:			
Certain whole food			
groups like fats are			
'bad' for you, specific			
foods, like cheese are			
also 'bad' for you, diet			
and fruit drinks are			
'good' for you, snakes			
are similar to worms,			
so they must also be			
invertebrates and			
invertebrates have no			
form of skeleton.			

	Colourse research a tooly M/bot if	A attritude de construite à limbe	Decemina
2) What is the	Science reasoning task: what if-	Activity 1: you tube link	Reasoning
nutritional value of	You only ate chins? - Explorify	Activity 2: Whiteboard	explaining
different meals?	Tou only are emps: - Exploring	Activity 2. Whiteboard	reason
	Funny Bones story- what do	Activity 3: variety of food labels.	using
Science capital:	humas? Mammals eat?		personal
what foods do you eat	Activity 1: PowerPoint- discuss		experience
most of? Do you think it	Eatwell plate and how to use it for		S
is numuonal?	balanced diet.		
Science Working			
scientifically Skiller	Activity 2: In pairs answer truth and		
Acking superions /	false statements related to nutrition		Homewor
Asking questions /	and eat well plate.		K-
			different
	Activity 3: look through food labels		types of
	and prove or disprove statements		rocks from
observing	using evidence from food labels.		different
			environme
Science Enquiry Type:			nts. What
Classify			do you
			notice?
Pupils will understand			
the eat well plate			
(from y2) they will use			
the food labels and			
understand that some			
foods can be good for			
you but it depends on			
the nutritional value			
i.e. how much sugar/			
salt they have- looking			
at saturated and			
unsaturated fats.			
Misconception:			
Certain whole food			
groups like fats are			
'bad' for you, specific			
foods, like cheese are			
also 'bad' for you, diet			
and fruit drinks are			
'good' for you, snakes			
are similar to worms,			
so they must also be			
invertebrates and			
invertebrates have no			
form of skeleton.			
3) What happens to	Science reasoning task: Zoom in	Activity 1: post it planning sheets.	
bones if you have no	and zoom out- explorify		
calcium in your diet?	Strange stripes - Explorify	Activity 2: beakers, bones, vinegar,	
-		milk, etc.	
Science capital: What do	Funny Bones story- they moving a		
you uses your bones	lot , what do bones need?	Activity 3: Observe over time and	
for? Why do you think	Activity 1: plan experiment each	write conclusion and evaluate.	
it is important to keep	step on post it note format.		
your bones strong?			

Science Working	Activity 2: set up experiment –		
scientifically	bones in vinegar, bones in nothing,		
Skills:	and observe overtime.		
	Activity 3: Observe over time and		
	write conclusion and evaluate.		
Science Enquiry Type:			
Observation over time			
Pupils will understand			
that calcium is an			
important mineral and			
it helps with hone			
strength They will also			
understand that the			
hody needs a range of			
vitamins and minerals			
Misconcention:			
Certain whole food			
groups like fats are			
'had' for you specific			
foods, like cheese are			
also 'bad' for you, diet			
and fruit drinks are			
'good' for you, snakes			
are similar to worms,			
so they must also be			
invertebrates and			
invertebrates have no			
form of skeleton.			
4)Do all animals have	Science reasoning task: Odd one	Activity 1: PowerPoint / cards of x-	Reasoning
skeletons?	out- explorify	ray	-
	https://explorify.uk/en/activities/o		explaining
Science capital Think	dd_one_out/funny_bones	Activity 2: animals classification cards	reason
think about if they have		• ···· • • • •	using
bones or not. How do	In the Funny Bones story, they	Activity 3: POWERPOINT/ Classification	experience
you know?	characters all have a skeleton. I	carus	S
	wonder if that is true of all		
Science Working	animals? What words come to		Homework
scientifically Skills:	mind when you think of the word		: pets/
	'skeleton' in science?		animals in
<u>(\$\$\$)</u> (() ((their
Science Enquiry Type:	Activity 1: PowerPoint discuss		nt and to
Classify	vertebrate and invertebrate		
	Activity 2: classify various skeleton		
	into vertebrates and invertebrates.		
	Activity 3. POWErPoint discuss		
	invertebrates can be divided into		
	exoskeleton- endoskeletons.		
Pupils will understand			
that some animals			

have vertebrates, and			
some are			
invertebrates. They will			
be able to classify			
them.			
Misconception:			
Certain whole food			
groups like fats are			
'bad' for you, specific			
foods, like cheese are			
also 'bad' for you, diet			
and fruit drinks are			
'good' for you, snakes			
are similar to worms,			
so they must also <mark>be</mark>			
invertebrates and			
invertebrates have no			
form of skeleton.			
5) How does skeleton	Science reasoning task: Odd one	Activity 1: PowerPoint	Reasoning
help us move?	out-explorify	Activity 2: investigation plans on post it notes format	—
Science canital: What	https://explority.uk/en/activities/z	Activity 3: feedback – class discussion of what	explaining
activities do you do	oom-in-zoom-out/light-as-air	they found out, evaluate what could they do to	using
which use more of your	Funny Bones story– how do the	improve experiment next time.	personal
bones?	animals and mammals get		experience
	around? What helps humans?		s
Science Working	What helps mammals?		
scientifically Skills:	Activity 1: PowerPoint -what do we		Are pupils
	use our bones for?		able to
(???) (1)			scientifical
Science Enguiry Type:	Activity 2: Plan investigation: Can		ly using
pattern seeking	people with longer remains jump for there		various
	Activity 3: complete conclusion and		skills
	evaluation		during
			planning
Pupils will understand			and testing
patterns in collecting			stage?
data and			
Misconception:			
Certain whole food			
groups like fats are			
'bad' for you, specific			
foods, like cheese are			
also 'bad' for you, diet			
and fruit drinks are			
'good' for you, snakes			
are similar to worms,			
so they must also be			
invertebrates and			
invertebrates have no			
form of skeleton.		Activity 1.	Descering
oj wnat makes our muscles move?	OUT	ACUVITY 1: http://www.bbc.co.uk/education/clin	keasoning –
	https://explorify.uk/en/activities/	s/zpp6n39	explaining
	odd-one-out/hanging-out	Making model – templates of arm	reason
		model. Describing how muscles move	using
		using the model.	personal

isentifically Suits what did they notice about the muscles moving? muscles moving? moves identify muscles houring? muscles moving? moves identify muscles houring? muscles moving? moves identify muscles houring? muscles moving with the houring muscles houring? moving with the houring muscles houring? muscles moving muscles houring? moving with the mer arm. Misconception: Certain whole food groups, liet for a cercise with our leg muscles houring? Good, like cheese are also be ing sum for not of the dorn, support bas the drum, support bas the drum, support bas the drum support bas bas drum support bas bas drum support bas bas drum support bas bas drum drum support bas bas drum support bas bas drum support bas bas	Science Working	Activity 1: Watch clip and discuss		experience
Problem solving mascles moving? Problem solving http://www.bbc.co.uk/education/dipercent/solving Proplem solving http://www.bbc.co.uk/education/dipercent/solving Resconception: cctivity 3: how ware going to do a bin dreg is in front and fruit drinks are going to as many a you legivers to be ther (eg in front and fruit drinks are going to as many a you legivers to be come thinger is on the ground. Do as many a you legiver solve solve dim drink torns are more used to physical activity? Activity 1: Y Mho was Marie Curie as have not form of solve dist or charts regioned that sit the from charts regioned that sit the rougber solve	scientifically Skills:	what did they notice about the	Activity 2: bottle or something for	s
 Problem solving Pupils will understand the different muces identify muscle which is called your bloce on utrices at work in their arm. Activity 3: Now we are going to a bit of exercise with our leg muscles but fismough a cartivity. It is bottle and pupils to work out which muscles at moving within their arm. Activity 3: Now we are going to a bit of exercise with our leg muscles but fismough a cartivity. It is bottle and pupils to work out which muscles at moving within them op. Do some warmup leg stretches. We are going to a some swarp type leg to a bit of exercise with our leg muscles but fismouth creater, spant in the public of a work out which muscles are similar to worms, sith the bott fid endmuscles the fismouth the atta are moving within the public stretches. We are going to a similar to worms, sith the bott fid endmuscles that fismouth creater spant inform of the other synap. Import to warp our leg sources the other leg in front of the other leg in front of the other synap. Import to warp our leg sources the other leg in front of the other leg in front of the other leg in front of the other leg in the four. Contrast you bet the drum. Show here everyone has finished. Record the number of pupils do a trivity were sone as control end with were some people able to do more pupils? Gather desist and the dark of a chartivity the swap pump charang for the duest the drum regular sport or because the regular sport or because there are good to a more unapy three learnt in think pars. Nate information to the four would be a down or leg with the different muscles are more used to physical activity? Suffree desist and the dark of a chartive stretches were should be a more unapy the develoce the dark of a chartive stretches were should be and the add the dark of a chartive stretches were should be and the dark of a chartive stretches were should be and the dark of a chartive stretches. We apply and a chartif muscles are more capital tharead the dark of a chartive stre	selentinearly entited	muscles moving?	pupils to pick up.	5
Procession with the solution of the solutis of the solution of the solutis of the solution of t		http://www.bbc.co.uk/education/cl		
Secret Encluine True Activity 2: think about how human arm moves identify muscle which is called your bicep and triceps through activity. Lis bott and pupils to work out which muscles are moving within their arm. Image: Comparison of the triceps through activity. Lis bott and pupils to work out which muscles are moving within their arm. Misconception: Activity 3: Now we are going to do a bit of secrets with our leg muscles but first moving within their arm. Activity 3: Now we are going to do a bit of secrets with our leg muscles but first move need to work with your first on the locor. When heat the drum, jump to swap you can without regroups like for secret with our leg muscles but first or you, specific toods, like cheese are also that for you, lega vers stute activity and aquat one one with fight to ache and invertebrates have not with your fight to ache and invertebrates have not going do some swap you lead to the first of the for. Count and aquat one one with fight to ache and invertebrates have not with your fight to ache and invertebrates have not going do some swap you lead to the first of how much regular sport or because their muscles are more used to physical activity from the down sport or pupils at south add activity? Gather dess have have and invertebrates have not going lact ston the first information to the for you, lead at sport or because their muscles are more used to physical activity the swap jump change do stone activity? Activity 1: Activity 1: Activity 1: Activity 1: Activity 1: Activity 1: Activity 1: Activity 1: Activity 1: Activity 1: Activity 1: Activity 1:		ips/zpp6n39	Activity 3: Outdoor space	
Problem solving Activity 2: think about how human is ram moves. Identify muscle which is called your bicep and triceps through activity. Lit bottle and pupils to work out which muscles are moving within their arm. Activity 3: Now we are going to do a to work in their arm in through creating a model. Misconception: Certain whole food groups like fats are bad' for you, specific foods, like cheese are lise lite in front of the other, squat down why our fingerties on the floor. Activity 3: Now we are going to do a to some awarup leg spins to a some awarup leg spin to a che and count how may to a do. one you've stoped jut st on the floor. Count as you there does it activity 4: bit where does it activity 4: bit do where goes a lite to a more jumps breases their muscles are more jumps breases their muscles are more jumps breases their muscles are the awarup ing chains would be avapted to a spont. Activity 4: bit do where you have humans do. They with y award the desist and the goal where goal at spont. Activity 4: bit do where you have you have you way have humans do. They with you sping the dos it activity. Cather idease. How could we insetting the high / Activity 1: Watch clip and discuss key are goal at spont. Activity 4: bit do with y was about scientist. Activity 1: Watch clip and discuss key are goal at spont	Science Enquiry Type:			
	Problem solving	Activity 2: think about how human		
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The different muscles at work in their arm model. Activity 3: Now we are going to do a bit of exercise with our leg muscles but first we need to warm them up. Do some warmup leg stretches. We are going to do some warp tumps. Put one leg a little in front of the other, squat down with your fingertips on the floor. When beat the drum, jump to swap your legs overs to the other leg in the nor. When beat the drum, jump to swap your legs overs to the other leg in the floor. When beat the drum, jump to swap your legs overs to the other leg in the floor. When beat the drum, jump to swap your legs overs to the other leg in the floor. When beat the drum, jump to swap your legs overs to the other leg in the floor. When beat the drum, jump to swap you legs overs to the other leg in the floor. When beat the drum, jump to swap you beat the drum. Stop when everyone has finished. Record the number of jumps doeb yeach click on the Swap Jumps Record Sheet. Who found it hard? Where does it ache? Why were some people able to do more jumps beam discuss they muscles ache they are good at sport or because their muscles are invertebrates have non good as sport. Activity 4: Did	Pupils will understand	are moving within their arm.		
at work in their arm through creating a model. Heating a model is the arm there are be warm them up. Do some warmup leg stretches. We are going to do some swap lengs. Put one going to do some warm leng stretches. We are going to do some warp leng stretches. We are going to do more lumps for bor do more lumps? There will probably because their muscles are do more lumps beause they are significant? Activity 1: https://www.youtube.com/watch?v_su Got FROOm_s Reasoning - explaining stressone. We are going to do some stressone do they warp stressone discussone ware had an Xray? Do you know why they are usefui? Reasoning - explaining stressone some some leng stresone stresone do they they are some stresson Activity (the different muscles	Activity 2: Now we are going to do a		
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The second set of	through creating a	first we need to warm them up. Do		
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