|  |
| --- |
|  *Science* FLE Y3/4 Animals including Humans |
| Excercise photos, royalty-free images, graphics, vectors & videos | Adobe  StockThe Eatwell Guide - NHSFree Skeleton Cliparts, Download Free Clip Art, Free Clip Art on Clipart  LibraryMouth with Teeth Diagram Digestion Science KS2 Illustration - Twinkl   |
|

|  |
| --- |
| **Forever Facts** |
| Living things need food to grow and to be strong and healthy. |
| Plants can make their own food, but animals cannot. |
| To stay healthy, humans need to exercise, eat a healthy diet and be hygienic. |
| Animals, including humans, need food, water and air to stay alive. |
| Skeletons do three important jobs: protect organs inside the body; allow movement; support the body and stop it from falling on the floor. |
| Skeletal muscles work in pairs to move the bones they are attached to by taking turns to contract (get shorter) and relax (get longer). |

|  |
| --- |
| **Skills** |
| I can ask relevant questions and using different types of scientific enquiries to answer them**.** |
| I can set up simple practical enquiries, comparative and fair tests**.** |
| I can make systematic and careful observations and, where appropriate, taking accurate measurements. |
| I can gather, record, classify and present data in a variety of ways to help in answering questions**.** |
| I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables**.**To coach Teignford Hockey team to success, presenting them with all the advice they need on diet, exercise and how to prevent injury. |
| I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions**.** |
| I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions**.** |
| I can identify differences, similarities or changes related to simple scientific ideas and processes**.** |
| I can use straightforward scientific evidence to answer questions or to support my findings. |

 |

|  |
| --- |
| **Exciting Books** |
| https://images-na.ssl-images-amazon.com/images/I/618wCfjkrwL._SX420_BO1,204,203,200_.jpg |
|
|
|

Our Endpoint |

|  |
| --- |
| **Subject Specific 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. |
| Saturated fats  | Types of fats, considered to be less healthy, that should only be eaten in small amounts. |
| unsaturated fats  | Fats that give you energy, vitamins and minerals. |
| vertebrate  | Animals with backbones. |
| invertebrate | Animals without backbones. |
| muscles | Soft tissues in the body that contract and relax to cause movement. |
| tendons | Cords that join muscles to bones. |
| joints | Areas where two or more bones are fitted together. |

**SMSC**: *Spiritual - using evidence to make sense of the world. Develop an understanding of our relationship with the world around us. Moral – moral decisions are an important aspect of how we can have a positive effect on our health and wellbeing. Social – working collaboratively, sharing ideas, data, and results. Cultural – we explore how scientific discoveries have shaped the modern world.*·        |