

Topic Name	Animals including humans
Big Question	How can Usain Bolt move so quickly?
Scientists to use as examples	Adele Davis, Marie Curie Wilhelm, Rontagen
Key Knowledge	<ul style="list-style-type: none"> • 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
Key investigational skills	<p>Why did/didn't the person with the longest femur jump the furthest?</p> <p>Fair testing- measure correctly and accurately</p> <p>Group skeletal/non skeletal animals</p> <p>Group carnivore, herbivore, omnivore</p> <p>Group foods according to their nutrition.</p> <p>Tables</p> <p>Scatter graph – line of best fit</p> <p>Charts to show how far each person jumped in the experiment</p> <p>'Will the person with the longest femur jump the furthest'.</p> <p>Labelled diagrams of skeletons and food plates</p> <p>Display different groups- diagrams, power point in groups</p> <p>Conclusion to investigation with any explanations children devise – link to previous science knowledge regarding growth</p> <p>Link results to scientific learning.</p> <p>Differences and similarities between humans, how does growth affect each person?</p> <p>Evidence of femur lengths compared to jumping</p> <p>Pupils might work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They might research different food groups and how they keep us healthy, and design meals based on what they find out.</p>
Vocabulary	Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones,

	muscles, joints, support, protect, move, skull, ribs, spine
Prior learning – what children should know	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals, including humans)</p> <ul style="list-style-type: none"> • 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)
Future learning – next time they will be learning	<p>Describe the simple functions of the basic parts of the digestive system in humans. (Y4 - Animals, including humans)</p> <ul style="list-style-type: none"> • 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)
Visits	Doctor/nurse
Book links	The Hodgeheg Dick King-Smith