



Key Ideas & Vocabulary	
<p>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.</p>	
<p>bones</p> 	<p>Bones give the body structure, allow movement and protect internal organs.</p>
<p>carbohydrate</p> 	<p>Starchy, sugary foods. Provide energy.</p>
<p>fat</p> 	<p>Provides energy and help absorb vitamins. Saturated fat is less healthy.</p>
<p>fibre</p> 	<p>A carbohydrate that helps digestion.</p>
<p>joint</p> 	<p>Where two or more bones meet. Allows movement.</p>
<p>muscle</p> 	<p>Controls movement.</p>
<p>nutrients</p> 	<p>A substance found in food needed for healthy growth and development.</p>
<p>nutrition</p> 	<p>A healthy and balanced diet.</p>
<p>protein</p> 	<p>Builds, maintains and repairs the body. Found in eggs, nuts, beans, fish, meat.</p>
<p>sugars</p> 	<p>A type of carbohydrate which is sweet.</p>
<p>vitamins</p> 	<p>Substances found in food needed to keep the body healthy.</p>

Knowledge I already have

In Year 1, I:

- identified and named a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- identified and named a variety of common animals that are carnivores, herbivores and omnivores.
- described and compared the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).

In Year 2, I:

- found out about and described the basic needs of animals, including humans, for survival (water, food and air).
- described the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Future Knowledge

In Year 4, I will:

- describe the simple functions of the basic parts of the digestive system in humans.
- identify the different types of teeth in humans and their simple functions.
- construct and interpret a variety of food chains, identifying producers, predators and prey.

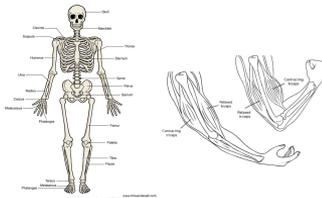
In Year 6, I will:

- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

New Knowledge

By the end of this unit, I will:

- 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.



Scientific Enquiry

Researching using secondary sources:

- I will pose and answer scientific questions about nutrients in food by researching food labels and secondary resources.
- I will use secondary resources, models and observation of my own body to identify the parts and functions of the skeleton.

Pattern Seeking:

- I will investigate patterns by posing scientific questions related to the human body and use data to look for patterns or lack of patterns when answering my enquiry question.