

Topic Title: See how they run – muscles and skeletons / nutrition / digestive system and teeth

Year 3 Term Autumn 1



Key question?

What are the main functions of our body and how can we look after it properly?

Big Questions:

What is a balanced diet?

What routines can help our bodies stay healthy?

What organs are used to help digest food, circulate blood and respire?

Why do we have a skeleton and what is its main function?

Why do we have different types of teeth and how do we look after them?

Skills Taught:

- Nutrition, transportation of water and nutrients in the body, and the muscle and skeleton system of humans and animals.
- The digestive system in humans.
- Teeth and looking after them.
- The human circulatory system
- Understand the effect of diet and exercise on the body

Immersion Activity/Provocation: The children will be introduced into the classroom with different food on each table. Some being healthy and some being unhealthy. The children will post it note comments on the different food and come up with things they would like to know about the food

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Focus Texts: The Iron Man



Challenge for All:

	<u>Skills and Knowledge</u>
Some children will:	identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Investigate and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.
Most children will:	Identify that humans and some animals have skeletons and muscles for support, protection and movement. 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.
Some children will progress further and will:	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Describe the ways in which nutrients and water are transported within animals, including humans.

Enrichment/Outdoor Learning:

Library loan box with body models and posters. X-rays.

The children will have the opportunity to try a range of different fruits that they may not come across at home that are healthy and one of their 5 a day – make fruit kebabs or healthy pizzas

Presentation on one of the three topics, the children will be able to use the laptops for research about their chosen topic. •

Previously...Links to prior learning

Year 2: Recap how we identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other. Talk through how to identify and name a variety of plants and animals in their habitats, including microhabitats. Recap food chains.

Key Vocabulary

Recap from Year 2: fish, amphibians, reptiles, birds and mammals. Herbivore/ carnivore/ omnivore Alive/dead/never lived, habitat thrive/ survive/ nutrition/ health/ food group

This topic for Year 3:

Balanced Diet Healthy eating Digestive system Teeth 5 a day
Organ, heart, lungs, heart rate, muscle, balanced meal,
Bone, human circulatory system, circulation, blood vessels,
Life style, food groups, carbohydrates, protein, fat, vitamins, calcium

Cross-curricular links:

English: The Iron Man

Maths weighing ingredients; pulse rate graphs

DT: making healthy pizza / sandwiches

RSHE – Healthy Lifestyles and self-care

Celebration of knowledge and skills gained (opportunities for assessment):

Concept cartoon linked to life style – can they identify the positive and negative food and lifestyle choices?

Write a balanced menu for a new restaurant.