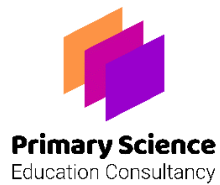



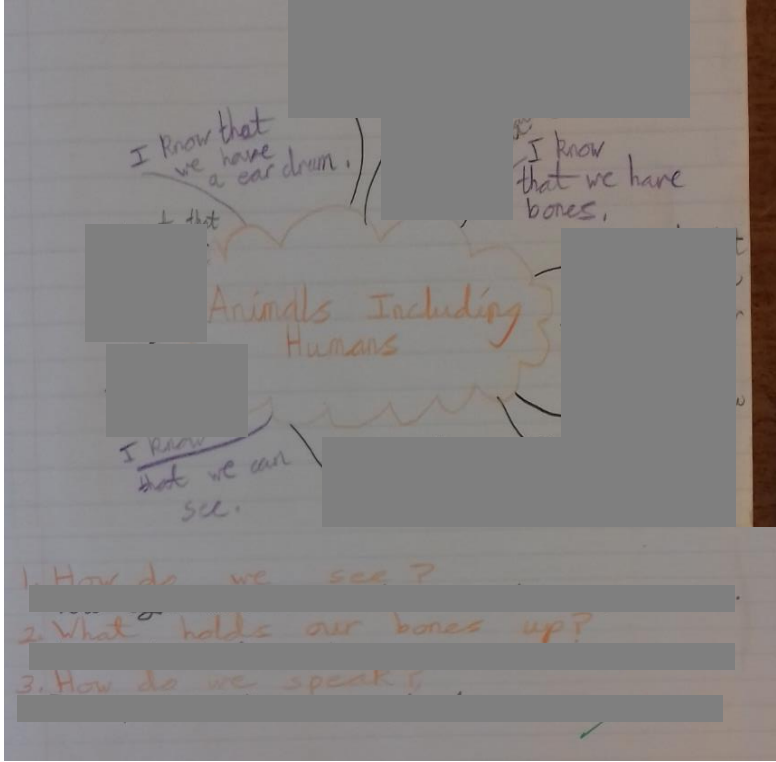
Examples of Work


Amelie

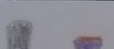












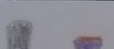












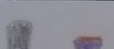












Animals, including humans - Year 3




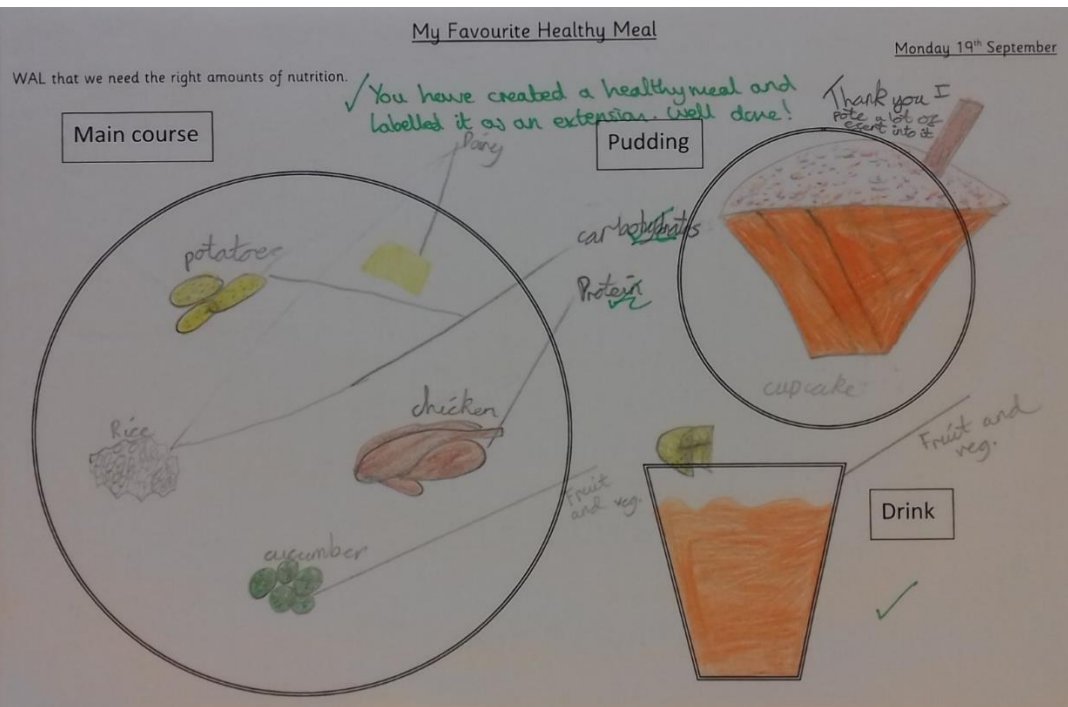
	Year	3	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults. (Y2) • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). (Y2) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Y2) 			
	Description of activity			
	<p>The children were asked to talk to their partner about what they had learnt about animals and humans in Year 2. They were given a few key words to help them remember – food, water, exercise, survive, healthy, rest. The children were then asked to record their understanding as a concept map and to think of some questions.</p>			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>“We need to eat healthily, so we don’t get sick. We can’t just eat one thing. We need lots of different things. We would die if we didn’t drink water. All animals sleep. Even my dog sleeps. We need to exercise. I swim 5 or 4 times a week, so I am healthy.”</p>		<p>During the initial talk, Amelie demonstrates that she is secure with the Year 2 statements.</p>
Teacher observations		Working scientifically
<p>The writing that is covered was added at the end of the topic.</p>		




	Year	3	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<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. 			
	Description of activity			
	The children were given the keywords - carbohydrates, proteins, fats, fibre, minerals and vitamins - to research. After their research, the children were asked to complete the appropriate nutrient in the first column of the table.			


EVIDENCE OF LEARNING		ASSESSMENT																					
Oral evidence	Examples of work	Knowledge																					
Teacher observations	<div style="border: 1px solid gray; padding: 5px;"> <p style="text-align: center;">Food Group Vocabulary Monday 12th September</p> <p>WALT identify food groups. ✓ <i>You are beginning to do this. Yes I am thank you.</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">What are they called?</th> <th style="width: 33%;">What do they do?</th> <th style="width: 33%;">Where are they found?</th> </tr> </thead> <tbody> <tr> <td> carbohydrates 1) starches  ✓ carbohydrates 2) Sugars  ✓ </td> <td style="text-align: center;"> They give you energy  </td> <td> Bread, cereals, pasta, rice ✓ Biscuits, sweets, cakes </td> </tr> <tr> <td> Proteins  ✓ </td> <td> They help you to grow and your body to repair itself  </td> <td> Meat, fish, dairy products, dry beans and eggs </td> </tr> <tr> <td> Fats  ✓ </td> <td> They provide energy and help to build up your body  </td> <td> Milk, cheese, butter, meat cooking oil and some meat. </td> </tr> <tr> <td> Fibre  ✓ </td> <td> It helps you digest your food  </td> <td> Wholegrain bread, cereals, fruit and vegetables </td> </tr> <tr> <td> Vitamins and minerals  ✓ </td> <td> They build healthy cells  </td> <td> Fresh vegetables and fruit ✓ </td> </tr> <tr> <td> water  ✓ </td> <td> 70% of your body is water and it is vital for good health </td> <td> Drinks and some foods  </td> </tr> </tbody> </table> </div>	What are they called?	What do they do?	Where are they found?	carbohydrates 1) starches  ✓ carbohydrates 2) Sugars  ✓	They give you energy 	Bread, cereals, pasta, rice ✓ Biscuits, sweets, cakes	Proteins  ✓	They help you to grow and your body to repair itself 	Meat, fish, dairy products, dry beans and eggs	Fats  ✓	They provide energy and help to build up your body 	Milk, cheese, butter, meat cooking oil and some meat.	Fibre  ✓	It helps you digest your food 	Wholegrain bread, cereals, fruit and vegetables	Vitamins and minerals  ✓	They build healthy cells 	Fresh vegetables and fruit ✓	water  ✓	70% of your body is water and it is vital for good health	Drinks and some foods 	<p>From her research, Amelie correctly places the nutrients in the correct place in the table. This is insufficient evidence to show that she is yet secure. She needs to apply this knowledge in context.</p>
What are they called?	What do they do?	Where are they found?																					
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		Working scientifically																					

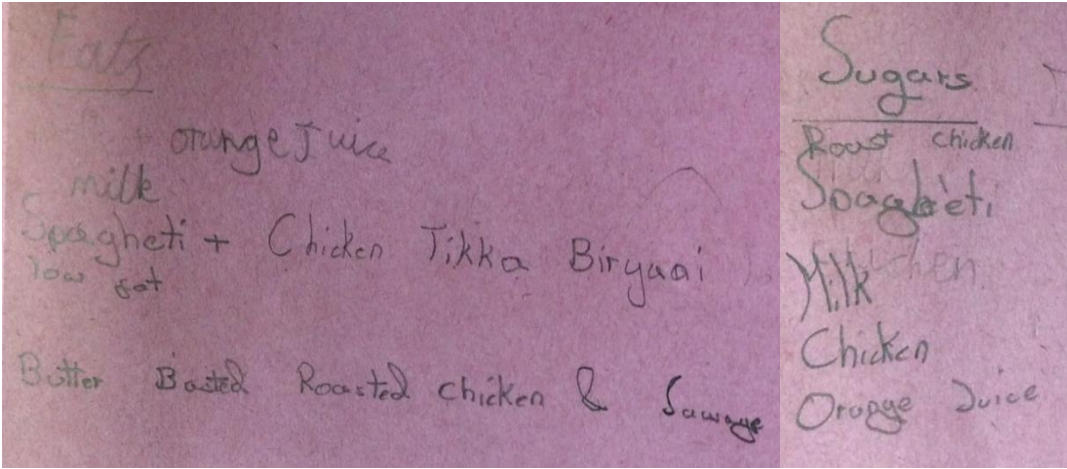
	Year	3	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. 			
	Description of activity			
	The children were asked to draw their favourite meal and then annotate it to show what nutrients they would gain from each food item.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>"I need something that is protein (adds chicken to the plate). I like rice. That's carbohydrates."</p>	 <p>The diagram shows a plate with 'Main course' containing potatoes, rice, chicken, and cucumber. A 'Pudding' section shows a cupcake. A 'Drink' section shows a glass of juice. Nutrient labels include 'carbohydrates', 'Protein', 'Fruit and veg.', and 'Fibre'. Handwritten notes include 'WAL that we need the right amounts of nutrition.', 'You have created a healthy meal and labelled it as an extension. Well done!', and 'Thank you I ate a lot of stuff into it'. The date 'Monday 19th September' is written in the top right.</p>	<p>Amelie is not consistent in distinguishing between food types (dairy, fruit and vegetables) and nutrients (carbohydrates, protein etc.) This needs further reinforcement.</p>
Teacher observations		Working scientifically
<p>Amelie uses some appropriate key vocabulary – carbohydrates and protein – but also uses the food types from Year 2 – dairy, fruit and vegetables.</p>		

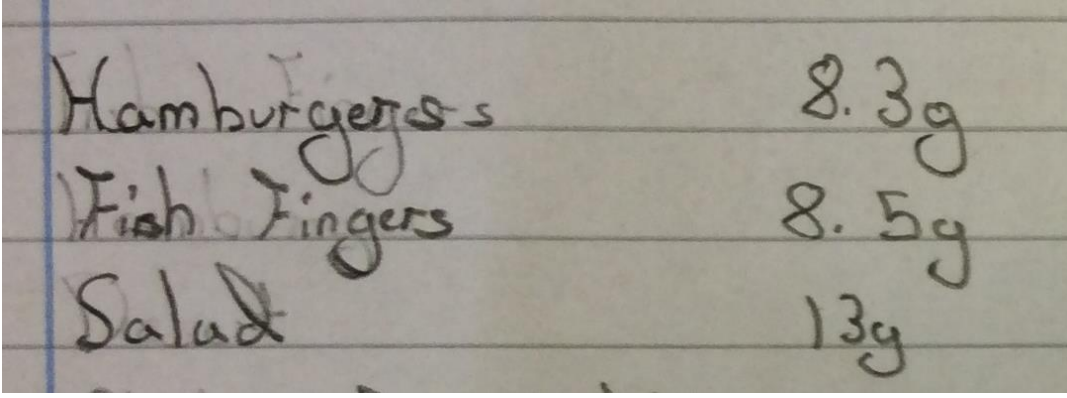
	Year	3	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. 			
	Description of activity			
	The children were shown three images of food and asked to think about which one they thought was the odd one out and why.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>“Maybe the pasta because the other two contain vegetables. The pizza has tomatoes and pineapple. The pasta and the pizza contain carbohydrates. The pasta and pizza both have cheese which is fat and protein.”</p>	 	<p>Amelie is beginning to talk more confidently about nutrients.</p>
Teacher observations		Working scientifically


	Year	3	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<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. 			
	Description of activity			
	<p>The children were given some food packaging and asked to sort it according to how much fat or sugar they contained. They were then shown the food labels and their attention was drawn to the column that displays content per 100g so that they could compare food items.</p>			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>“Even the roast chicken contains sugar.”</p>		<p>Amelie is aware that fats and sugars are contained in many different types of food, which is not always expected.</p>
Teacher observations		Working scientifically
<p>Amelie’s group sorted the food into two groups – low fat and high fat. They then ranked them in order of sugar content using the information on the food labels.</p>		

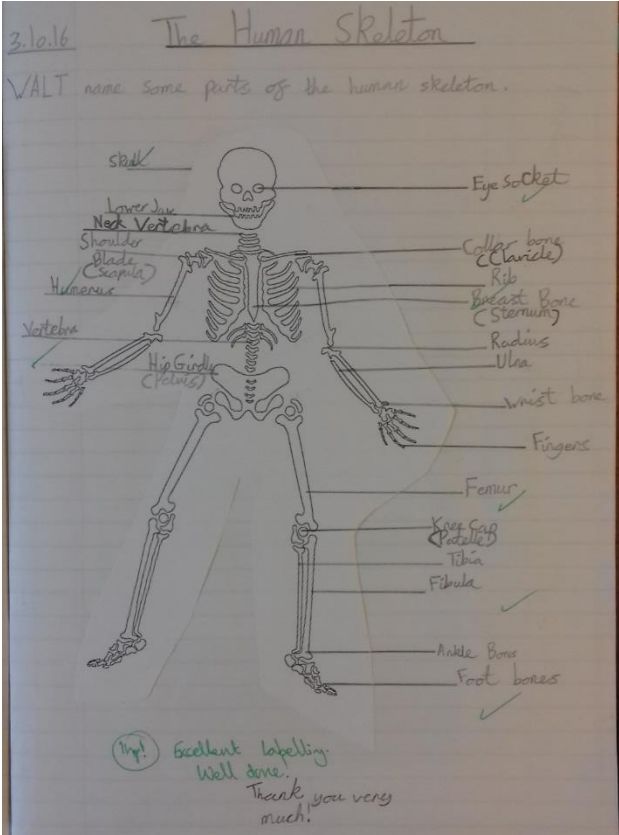
	Year	3	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. 			
	Description of activity			
	The children were shown how to use the McDonald's nutrition calculator. They were then asked to select one nutrient and compare this across some of the McDonald's products. Amelie and her group chose to look at the fat content.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>"I can't believe there is more fat in the salad than the hamburger. It must be in the dressing."</p>		
Teacher observations		Working scientifically
		Amelie's comment shows that she understandably expected the fat content of the salad to be lower than the other items. She was able to adjust her thinking to take account of the data she gathered and give a reason for its high value.

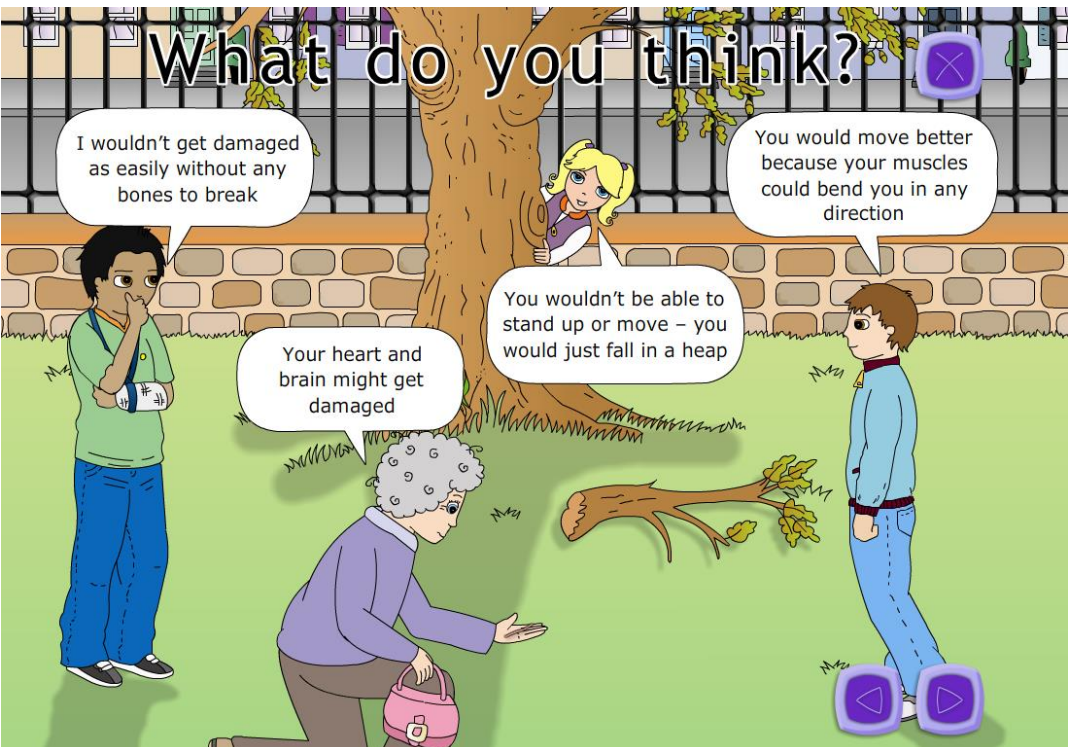
	Year	3	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. 			
	Description of activity			
The children were given a pizza to cut up and then consider what nutrients were provided by each slice.				


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>Amelie: "Pineapple. That is vitamins and minerals. Ham. I think it's meat. It's protein. That's cheese which is fats and the red stuff is tomatoes. I think that's minerals."</p> <p>Teacher: "What about the base of your pizza?"</p> <p>Amelie: "Bread which is carbohydrate."</p> <p><i>In response to seeing another child cutting a pepperoni pizza</i></p> <p>Amelie: "Pepperoni is a protein."</p>		<p>Amelie is now secure with identifying the nutrients from different types of food.</p>
Teacher observations		Working scientifically



	Year	3	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Identify that humans and some other animals have skeletons and muscles for support, protection and movement. 			
	Description of activity			
	<p>After looking at a human skeleton and trying to count the bones, the children were asked to research how many bones are in a human skeleton and to label the bones with post-it notes. The children were then asked to annotate the diagram with the bones they could remember from their research.</p>			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>"My ribs make space for me to breathe, when I'm underwater. Otherwise my body would get squashed."</p>		<p>Amelie correctly labels many of the bones in the human skeleton. At present, she is not aware of the functions of the skeleton.</p>
Teacher observations		Working scientifically




	Year	3	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Identify that humans and some other animals have skeletons and muscles for support, protection and movement. 			
	Description of activity			
The children were shown a concept cartoon from Spellbound Science and asked to consider whether Ricky would be better off without any bones.				


EVIDENCE OF LEARNING		ASSESSMENT	
Oral evidence	Examples of work		
<p>“If I didn’t have bones, I’d be all squidgy and I wouldn’t be able to run or stand up. It would be easier to damage the things on the inside because the bones wouldn’t be there to stop things from hurting us. He said you could move better but you can’t because you’d be flat on the floor. Your bones help you move.”</p>			<p>Knowledge</p> <p>Amelie shows an understanding of the three functions of the skeleton.</p>
<p>Teacher observations</p>	<p>Working scientifically</p>		

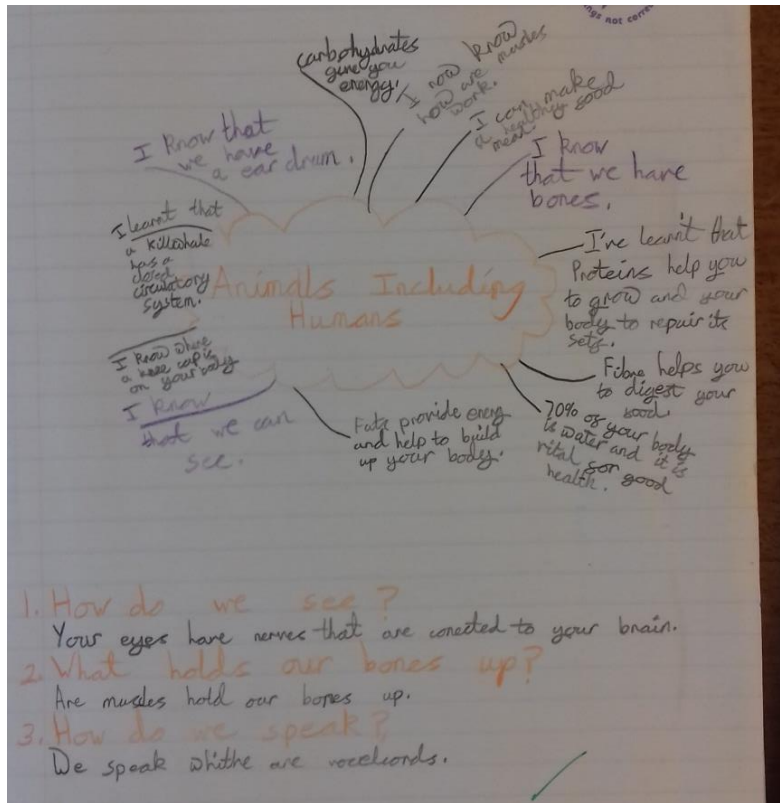
	Year	3	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Identify that humans and some other animals have skeletons and muscles for support, protection and movement. 			
	Description of activity			
	<p>The teacher explained that we can move our bodies where there are joints between two bones. The children were asked to find joints in their bodies and then to consider whether all joints moved in the same way. The children were then shown a video clip explaining how the muscles at a joint move the bones. The children created models using elastic bands and card.</p>			

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>“At my shoulder, my arm can go round but, at my elbow, it just goes up and down.”</p> <p>“My muscles help my bones to move where I want them to.”</p>	<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p><u>20.10.16</u></p> <p>Today we made an animation of an elbow joint using card, split pins and elastic bands.</p> </div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>We learnt that muscles act in pairs and can only pull; they cannot push. Often many muscles work together to have a single effect. It takes 17 muscles for humans to smile (with 17 antagonist muscles relaxing) 43 to frown – so smile, it's easier!!</p> <p>Human bodies have over 650 muscles and many different types of joints to allow our bodies to move in different ways.</p> </div> </div>	<p>Amelie is beginning to understand that bones and muscles work together to move the body</p>
Teacher observations		Working scientifically

	Year	3	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Identify that humans and some other animals have skeletons and muscles for support, protection and movement. 			
	Description of activity			
The children were shown images of three animals and asked to decide which one they thought was the odd one out, giving a reason. They were then asked to discuss how the ladybird and octopus could move, support and protect themselves without a skeleton.				

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>“The ladybird is the only one with wings. The giraffe has a skeleton like us. The others don’t. The octopus has suckers.</p> <p>“The ladybird has legs. The octopus has muscles in its arms that help it to move through the water. It can squirt black stuff to hide in, like in Finding Nemo when she gets scared.”</p>		<p>Amelie shows awareness that not all animals have skeletons but they can still move and protect themselves.</p>
<p>Teacher observations</p>	 	
		<p>Working scientifically</p>

	Year	3	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<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. 			
	Description of activity			
	The children were asked revisit their concept map from the beginning of the topic and add any additional learning. They also answered their questions with a quick bit of research.			

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations		<p>Amelie now confidently writes about the different nutrients. She has learnt more than is required at this stage as she also knows how the nutrients benefit the body. (This is Key Stage 3 content.) She understands how muscles and bones work together to help us to move. She is confident with planning a healthy diet.</p>
		Working scientifically



Overall summary

Secure

Through a range of different activities, Amelie becomes familiar with the different nutrients and identifies what types of food each comes from. She names bones in the skeleton and understands that this has three functions – support, protection and movement. She knows that the bones and muscles work together to make her move. She can talk about how other animals that don't have skeletons can move and protect themselves.



Acknowledgements

- *Spellbound Science*, Millgate House Education