

YEAR 3 ANIMALS, INCLUDING HUMANS PLANNING

Class: _____ **Term: Autumn 2** **Subject: Science** **Unit: Animals, including humans**

<p>Differentiation and support (Detailed differentiation in weekly plans.)</p> <p>SEN: write up investigations on writing frames. Support from more able partners in mixed ability work. Additional adult support.</p> <p>GT: provide headings for experiment sections. Encourage predictions conclusions that draw on scientific knowledge. Provide extension activities to apply their own knowledge and to research information independently</p>	<p>English: writing up experiments in sequence using technical language, using dictionaries and listening for information in video clips</p> <p>Maths: categorising animals, drawing results tables and bar charts</p> <p>ICT: videos on IWB</p> <p>PSHCE & PE: learning how to stay healthy</p>
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W	Learning objective	Teaching activities	Resources	Assessment: Success Criteria	Lesson Evaluation
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1a	To show what existing knowledge	Children to complete given a mind map with named branches e.g. names of bones, to show what they already know	Mind maps	Formative assessment	
1b	<p>To understand that animals have different diets</p> <p>To be able to classify animals as herbivores, omnivores or carnivores</p> <p>(1 hour)</p>	<p>Intro: Ask children to think of an animal and what food that animals eat (including their pets) Subsequently discuss how different animals eat different things Watch the video at https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/z96vb9g (if the link does not work, Google 'BBC Bitesize carnivore, omnivore and herbivore') Revise the meaning of the terms carnivore, omnivore and herbivore Go through animals that we will be classifying and look at what each of them eats Revise how classify means 'to sort' Explain independent work</p> <p>Main: Leave diet of each of the animals displayed throughout lesson Children to classify animals in a Venn diagram with the headings carnivore, herbivore and omnivore Extension: add their own animals to the Venn diagram</p> <p>Plenary: Revise meaning of carnivore, omnivore and herbivore Discuss where each animal should have been classified in the Venn diagram Ask children for some of their own examples and add them to the Venn diagram Are all humans omnivores? What about vegetarians?</p>	<p>Video clip (check it works)</p> <p>Venn diagrams</p>	<p>MUST: know that different animals eat different things</p> <p>SHOULD: know what a carnivore, a herbivore and an omnivore are and categorise animals as one of these in a Venn diagram</p> <p>COULD: add some examples of their own to their Venn diagrams</p>	

2	<p>To know the main food groups and which foods they contain</p> <p>To know how much of each food group we should have</p> <p>(1 hour)</p>	<p>Intro: Ask children to think, pair, share the words we learnt in the last lesson and what they mean (herbivore, omnivore and carnivore) Explain that our diet is means what we eat (and rink) Explain concept of a food pyramid and why we need to have certain amounts of each food group Watch youtube video on the food pyramid at https://www.youtube.com/watch?v=0KbA8pFW3tg (if the link does not work, Google 'YouTube food pyramid Educational Video for Kids') Ask children to think, pair, share some foods that could go in each section of the food pyramid Give children a chance to ask questions Explain independent work</p> <p>Main: Children to:</p> <ul style="list-style-type: none"> label the different sections of a pyramid with each food group: carbohydrates, proteins, dairy, fruit, vegetables and fats and sugars stick clipart of different types of food on the food pyramid colour the food pyramid to show how much of each type of food you should have, with a key to show what each colour means <p>Plenary: Display work by someone who has done the exercise well, and revise the names of each group, what should go in them and how to use a key Watch funny video on five food groups at http://uk.youtube.com/watch?v=VZXDuPcJxSE&feature=related</p>	<p>Video clips (check that they work OK)</p> <p>Food pyramids</p> <p>Clipart of food</p>	<p>MUST: know the names of some of the food groups and examples of foods for them</p> <p>SHOULD: know the names of all of the food groups and examples of foods for them</p> <p>COULD: create a key to provide information about the food pyramid</p>				
3	<p>To know what nutrients our bodies need, which foods contain them and why we need them</p> <p>(1 hour)</p>	<p>Intro: Ask children to think, pair, share the main food groups Explain to children that we are going to be learning about nutrients today Read through text on each type of nutrient (carbohydrates, fibre, protein, vitamins, minerals, fats and sugars) which explains what each of these does for our bodies and which food contain them</p> <p>Main: Children need to extract the information from the text to complete the table:</p> <table border="1" data-bbox="409 1154 1171 1211"> <thead> <tr> <th data-bbox="409 1154 604 1211">Nutrient</th> <th data-bbox="604 1154 919 1211">Where our bodies get it</th> <th data-bbox="919 1154 1171 1211">Why we need it</th> </tr> </thead> </table> <p>Extension: Design a meal that would provide all of the nutrients we need, labelling which part of the meal includes the nutrients</p> <p>Plenary: Without children looking at the text / their work, ask them to discuss with their partners the list of nutrients and why we need each one</p>	Nutrient	Where our bodies get it	Why we need it	<p>Text on nutrients</p> <p>Tables to complete</p>	<p>MUST: know some of the nutrients that our bodies need</p> <p>SHOULD: know which foods contain the nutrients and why we need each one of them</p> <p>COULD: design a nutritious meal, annotated with which nutrients each food contains</p>	
Nutrient	Where our bodies get it	Why we need it						

To access the complete version of this [Year 3 Animals, including Humans planning](http://www.saveteacherssundays.com/science/year-3/327/), and all of the resources to go with it, visit

<http://www.saveteacherssundays.com/science/year-3/327/>



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