



Kilby St Mary's C of E Primary School Curriculum

Year 3 / 4	Science - Spring A: Animals including Humans
NC Objectives	Key Knowledge and Vocabulary
<p>-Identify that animals, including humans, need the right types and amounts of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<ul style="list-style-type: none"> • To know that living things need food to grow and to be strong and healthy. • To know that plants can make their own food, but animals cannot. • To know that to stay healthy, humans need to exercise, eat a healthy diet and be hygienic. • To know that animals, including humans, need food, water and air to stay alive. • To know carbohydrates provide energy • To know that protein helps growth and repair • To know that fibre helps you to digest the food that you have eaten • To know that fats provide energy • To know that vitamins keep you healthy • To know that minerals keep you healthy • To know that water moves nutrients around your body and helps to get rid of waste • To know that vertebrates are animals with backbones • To know that an endoskeleton is a skeleton inside the body • To know that invertebrates are animals without backbones • To know that an exoskeleton is a skeleton on the outside of the body that supports and protects it • To know that an hydrostatic skeleton is a skeleton made up of a fluid-filled compartment in the body called a coelom, mainly found in softbodied animals • To know that muscles are soft tissues in the body that contract and relax to cause movement • To know that tendons are cords that join muscles to bones • To know that joints are areas where two or more bones are fitted together • To know that skeletons do three important jobs: protect organs inside the body; allow movement; support the body and stop it from falling on the floor • To know that skeletal muscles work in pairs to move the bones they are attached to by taking turns to



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(get shorter) and relax (get longer).

- To know the names of the main bones in the body, skull, clavicle, scapula, ribcage, humerus, ulna, vertebral column, pelvis, radius, femur, tibia and fibula
- To know how to set up my own scientific question to investigate
- To know how to make my test fair
- To know how to decide what to measure and take careful measurements
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify and name parts of the human digestive system
- To know and explain the functions of the parts of the digestive system
- To identify the different types of teeth in humans and their simple functions
- To identify differences, similarities or changes related to simple scientific ideas and processes
- To know how to generate questions.
- To know how to generate relevant scientific questions.
- To know what type of scientific enquiry is appropriate to answer my question.
- I know how to set up a simple enquiry (with support).
- To know how to record my findings using appropriate scientific language
- I know how to use my results to make predictions about my enquiry/test