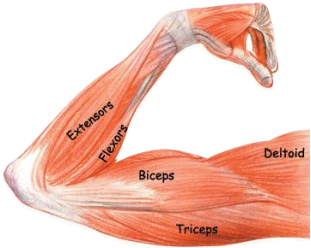


Autumn 1 Year 3 Science Knowledge Organiser

Animals Including Humans

Subject specific Vocabulary		Images/Diagrams/Maps	Important Knowledge
Backbone (spine)	The column of small, linked bones down the middle of your back.		<u>Skeletons</u> All mammals (including humans), birds, fish, reptiles and amphibians are vertebrates. This means they have a skeleton inside their bodies called an endoskeleton. The human skeleton is made of bones and grows as we grow. Our skull protects our brain and our ribs protect our heart and lungs. The skeleton bends at joints such as knees and ankles. Joints are where two or more bones join together. <u>Balanced Diet</u> Drink plenty of water. Carbohydrates give us energy. Proteins help our bodies repair themselves. Fats help store energy for our bodies. Fibre is important for helping us digest our food.
Balanced diet	Choosing foods in the right amounts from each of the food groups.		
Bones	The hard parts inside your body which form your skeleton.		
Disease	An illness which affects people, animals or plants, bacteria or virus.		
Exercise	A physical activity to keep your body fit.		
Healthy	Feeling well and not suffering any illness.		
Hygiene	How clean something is.		
Muscle	Move the different parts of your body, inside and out.		
Skeleton	The framework of bones in your body.		
Vertebrate	An animal with a backbone inside their body.		
Scientific Enquiry Skills		Writing/Provision/ Enrichment opportunities	
		P.E - Build a skeleton - Skeleton Relay Writing - Non-chronological report. How do skeletons protect our organs?	
Scientific Enquiry Skills		Working Scientifically Skills	
      		    	

Presentation	Working Scientifically and Scientific Enquiry Assessment		
	- Children record their observations e.g. using IT search engines. - Record findings using scientific language. - Gather and record data to help in answering questions.	- Record findings using scientific language, drawings and labelled diagrams and detailed written observations. - Can fairly and accurately record observations.	- Record findings using systematic and careful observational drawings and labelled diagrams. - Children supported to present the same data in different ways- choice over recording. - Children can use IT independently to locate the bones in the body.
	- Can ask simple questions relevant to the topic. - Know their questions can be answered in different ways. - Can use a range of question stems. - Can use models to answer questions using basic answers.	- Can outline the topic - Can identify the relevant to the topic - Can identify the relevant to the topic - Can identify the relevant to the topic	- Can ask a range of questions to sort and classify. - Can write a range of questions using own scientific knowledge. - Can answer questions independently using secondary sources and models.
	Children can use their observations to suggest ideas to answer questions but are not always confident to do this independently and need to talk about their ideas to others.	Children can think about how the animal moves and use their own scientific knowledge to record and group appropriately.	Children can make careful observations and use these to classify the skeletons using observations and scientific knowledge. They can recognise and explain the similarities and differences between the three skeleton types.
	Children can make basic predictions but sometimes are unable to explain why. Their explanations are sometimes unclear. This is sometimes a guess rather than using their own scientific knowledge.	- Children can make predictions based on observations. They use some of their own subject knowledge about materials to make these predictions and can suggest reasons why. - Children's predictions change based on further observation.	Children can make scientific predictions based on their own scientific knowledge. They can apply their prediction using real life examples. They can use scientific language and explain their thinking by comparing this with their prediction.
	Children can complete a prepared table with headings using the foods provided.	Children can complete a table (with a given template) where they add the headings and the results independently. They can choose the information they gather from the food packaging and complete the table.	Children can create their own table in their books with their own headings. They understand the information they need to collect and make decisions about the amount of information they need to gather.
	Children can design a balanced meal and can state some of the nutrients and food groups. Prompting and support may be needed to structure their thoughts.	Children can apply what they have learnt about a balanced meal using scientific knowledge and language. They refer to nutrients and food groups and moderation.	Children can write a comprehensive evaluation using their own scientific knowledge and a range of scientific vocabulary. They link to their knowledge of the topic and the effects of the food groups on the body.

