

**Component 6:**

**We should know:**

Pupils will know which parts of a skeleton support the body, which parts help it to move and how they work. They will be able to identify a few different joints within the body and the movement ranges they provide (hinge, rotation etc).

**What we will know after this sequence:**

- Pupils will know how muscles work alongside the skeleton to allow the skeleton to move. They will know that there are pairs of muscles within the body and when one relaxes the other one contracts.

**Vocabulary:**

muscles, contract, relax, pairs, tension, tendons, ligaments

**How will this feed into my next learning?**

Children can successfully answer quiz questions about animals and humans.

**SEN:**

Work in mixed ability groups to provide scaffolding by peers to complete the science investigation.



**Component 4:**

**We should know:**

Pupils will understand the three different types of skeletons (hydrostatic – endoskeleton - exoskeleton) and their strengths and limitations. Pupils will be able to identify the difference between invertebrate and vertebrate and give a few examples of each.

**What we will know after this sequence:**

- Pupils will be able to name the main bones in the body and will be able to compare and label the skeleton of a human to a different animal.

**Vocabulary:**

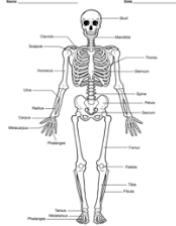
Skull, rib cage, backbone, tibia, fibula

**How will this feed into my next learning?**

Children will then learn about the function of a skeleton and how the main parts work.

**SEN:**

Work in mixed ability groups to provide scaffolding by peers.



**Component 5:**

**We should know:**

Pupils will be able to name the main bones in the body and will be able to compare and label the skeleton of a human to a different animal.

**What we will know after this sequence:**

- Pupils will know which parts of a skeleton support the body, which parts help it to move and how they work.
- They will be able to identify a few different joints within the body and the movement ranges they provide (hinge, rotation etc).

**Vocabulary:**

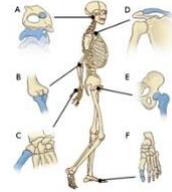
Protect, movement, support, joint, ball and socket.

**How will this feed into my next learning?**

Pupils will understand that bones cannot move alone and therefore will learn about why muscles are needed.

**SEN:**

Match and sort activity.



**Component 3:**

**We should know:**

Pupils will know the consequences of not having the right amount of nutrients and what this might do to our organs, bones and muscles in extreme cases. Pupils will be able to compare and group animals by their diet.

**What we will know after this sequence:**

- Pupils will understand the three different types of skeletons (hydrostatic – endoskeleton - exoskeleton) and their strengths and limitations.
- Pupils will be able to identify the difference between invertebrate and vertebrate and give a few examples of each.

**Vocabulary:**

Exoskeleton, endoskeleton, invertebrate, vertebrate

**How will this feed into my next learning?**

Children will move on to learn about the names of the different bones that make up the skeleton.

**SEN:**

Visual reminders given to make comparisons.



**Component 2:**

**We should know:**

Pupils will know the difference between food groups and nutrient groups. Pupils will also understand the nutritional value of foods and why these are now shared on food packets.

**What we will know after this sequence:**

- Pupils will know the consequences of not having the right amount of nutrients and what this might do to our organs, bones and muscles in extreme cases.
- Pupils will be able to compare and group animals by their diet.

**Vocabulary:**

Nutrition, nutrients, digest, repair, food groups

**How will this feed into my next learning?**

Children will apply their understanding of nutrients to bone strength and skeleton types.

**SEN:**

Can correctly match the nutrients to the given animal. (Matching activity)

**Component 1:**

**We should know:**

Pupils should know that there are different food groups and that these are called: carbohydrates, protein, fibre, dairy, fruit and vegetables, fats and sugars. Pupils should know a few examples of foods that fall into each category.

**What we will know after this sequence:**

- Pupils will know the difference between food groups and nutrient groups.
- Pupils will also understand the nutritional value of foods and why these are now shared on food packets.

**Vocabulary:**

Carbohydrates, proteins, fats, minerals, vitamins, fibre, water.

**How will this feed into my next learning?**

Children will apply their knowledge of nutrition to animals and be able to group animals according to their diets.

**SEN:**

Children to cut and stick the correct labels to match the food groups.

