Skills and Knowledge Organiser
Year 3 Summer Term Science – Healthy Bodies

Key Knowledge and Skills	Working scientifically	Key Vocabulary	Key Questions
To identify some foods needed for a healthy and varied diet To name the components of a healthy and varied diet To describe how their diet is balanced To 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 To describe the role of different food groups To compare and contrast diets of animals including pets To describe an adequate and varied diet for humans, recognising that there are many ways of achieving this To know they have bones and muscles in their body To state that they and other animals have skeletons To identify animals that do not have an internal skeleton (invertebrates) To group animals with and without an internal skeleton To describe some advantages of having an internal skeleton over no skeleton or an exoskeleton To describe some observable characteristics of bones To describe the main functions of their skeletons To state that movement depends on both skeleton and muscles	•asking relevant questions and using different types of scientific enquiries to answer them •setting up simple practical enquiries, comparative and fair tests •making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers •gathering, recording, classifying and presenting data in a variety of ways to help in answering questions •recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables •reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	Living- to have life, breathing, moving, growing, eating, sensing. Non-living- no longer alive – dead. Habitat- the natural environment of an animal or plant. Classification Key- a set of questions and answers for identifying something or deciding which group it belongs to Breathe- to draw air into the lungs and let it out. Grow- to become larger by natural development Eat- to take in food. Move- to be in motion or to change position or place	What is a classification key and how do I use one? Do all animals and plants live in the same environment? Tell me about the features of some different habitats How are things that are living different from things that are no longer living? Why are different plants and animals found in the same environment or habitat?

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To state that when one muscle contracts another relaxes To identify that humans and some other animals have skeletons and muscles for support, protection and movement To recognise that their skeletons grow as they grow	•using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions •identifying differences, similarities or changes related to simple scientific ideas and processes •using straightforward scientific evidence to answer questions or to support their findings.	Sense- any of five ways to understand or experience one's surroundings. The senses are touch, smell, taste, sight, and hearing. Microhabitat- A microhabitat is a small and unique habitat in which a particular species lives. It has a limited extent, especially referring to the site itself. The conditions of the microhabitat differ from the surrounding habitat. Food chain- The term food chain describes the order in which living things, depend on each other for food.	

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Activities/Investigations

Food chains within a woodland habitat- https://www.stem.org.uk/resources/elibrary/resource/34119/education-pack-food-chains

Microhabitats- Worm study- investigation- https://www.stem.org.uk/resources/elibrary/resource/33666/education-pack-soil-and-earthworms-worm-survey