



Lowerhouse Junior School Key Learning in Science – Animals (Health)



Key Learning: Health		
Key Learning	Notes and Guidance (Non-statutory)	Working Scientifically (Featured Skills)
<p>LKS2: Year 3 – Animals, including Humans Health and Nutrition</p> <ul style="list-style-type: none">▪ 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.▫ An adequate and varied diet is beneficial to health (along with a good supply of air and clean water). <p>Regular and varied exercise <i>from a variety of different activities</i> is beneficial to health (focus on <i>energy in versus energy out</i>. Include information on making informed choices). (See also the Year 4 Animals unit on 'Teeth, Eating and Digestion' for a link to keeping teeth and gums healthy)</p> <p>(See also the Year 5 Animals unit on 'Human Life-cycles' which could link to a PSHEE theme on 'Healthy Relationships')</p>	<p>LKS2: Year 3 – Animals, including Humans</p> <p><i>Pupils should continue to learn about the importance of nutrition</i></p>	<p>LKS2 : Year 3 – Animals, including Humans</p> <ul style="list-style-type: none">• <i>Comparing and contrasting the diets of different animals (including their pets).</i>• <i>Decide ways of grouping them according to what they eat.</i>• <i>Researching different food groups and how they keep us healthy.</i>• <i>Designing meals based on what they find out.</i> <p>Additional suggestions from to support pupil understanding</p> <ul style="list-style-type: none">○ <i>Researching a variety of exercises and pastimes that can help to balance energy in with energy out</i>
<p>UKS2: Year 6 – Animals, including Humans Keeping Healthy - Diet and Lifestyle</p> <ul style="list-style-type: none">▪ Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.▫ An adequate, varied and balanced diet is needed to help us grow and repair our bodies (proteins).▫ Provide us with energy (fats and carbohydrates).	<p>UKS2: Year 6 – Animals, including Humans</p> <p><i>Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function. Pupils should learn how to keep their bodies healthy and how their</i></p>	<p>UKS2: Year 6 – Animals, including Humans</p> <ul style="list-style-type: none">• <i>Exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</i> <p>Additional suggestions beyond NC2014 to support pupils working scientifically and to provide an opportunity to use ICT to collect and interpret data.</p>

<ul style="list-style-type: none"> ▫ Maintain good health (vitamins and minerals). ▫ Tobacco, alcohol and other 'drugs' can be harmful. ▫ All medicines are drugs, not all drugs are medicines. ▫ Observing/Measuring changes to breathing, heart beat and or pulse rates during exercise (this statement can also be found in the Year 6 Animals unit 'Circulatory System') 	<p><i>bodies might be damaged – including how some drugs and other substances can be harmful to the human body.</i></p>	<ul style="list-style-type: none"> ○ <i>Observing/Measuring changes to breathing, heart beat and or pulse rates after exercise (this statement can also be found in the Year 6 Animals unit 'Circulatory System').</i>
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Key Learning (Key Stage 1)	Notes and Guidance (Key Stage 1) (Non-statutory)	Working Scientifically (Key Stage 1) (Featured Skills)
<p><i>Pupils should be taught to:</i> KS1: Year 2 – Animals, including Humans How we Grow and Stay Healthy</p> <ul style="list-style-type: none"> ▪ Notice that humans, have offspring which grow into adults. ▪ Find out about and describe the basic needs of humans, for survival (water, food and air). ▪ Describe the importance for humans of exercise. ▪ Eating the right amounts of different types of food, and hygiene. <ul style="list-style-type: none"> ▫ <i>Medicines can be useful when we are ill.</i> ▫ <i>Medicines can be harmful if not used properly.</i> 	<p>KS1: Year 2 – Animals, including Humans <i>Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans.</i></p> <p><i>They should also be introduced to the process of reproduction and growth in animals [humans]. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</i></p> <p><i>Growing into adults can include reference to baby, toddler, child, teenager, adult.</i></p>	<p><i>Pupils might work scientifically by:</i> KS1: Year 2 – Animals, including Humans</p> <ul style="list-style-type: none"> ● <i>Observing, through video or first-hand observation and measurement, how humans grow.</i> ● <i>Recording their findings using charts.</i> ● <i>Asking questions about what things humans need for survival and what humans need to stay healthy.</i> ● <i>Suggesting ways to find answers to their questions.</i>

Key

- Solid Square Bullet Points (plus **bold text**) – NC2014 statutory requirements for Knowledge and Conceptual Understanding
 - Hollow Square Bullet Point – Suggested additional learning to consider from Lancashire
 - Solid Round Bullet Points – NC2014 non-statutory 'Working Scientifically' suggestions
 - Hollow Round Bullet Point – Further suggestions for 'Working Scientifically' opportunities
- Green Text – Used to highlight the suggested 'Working Scientifically' skill or enquiry to focus on
- Blue Text – Used to highlight non-statutory opportunities for studying a famous scientist (past or present)