

Autumn Block 1

# Skeletons

## Small steps

Step 1

Name and identify bones in the human body

Step 2

Functions of the skeleton

Step 3

Name and identify bones in a range of animals

Step 4

Animals with and without a spine

Step 5

Are all skeletons the same?

# Name and identify bones in the human body

## Notes and guidance

In this small step, children explore the human skeleton for the first time by naming and identifying bones. There are lots of bones in the human skeleton, many of which have complex names. The focus of this small step is on the skull, femur, pelvis, spine and ribcage. By the end of this step, children should be able to name, identify and locate these bones in the human body.

The enquiry question for this block is “How can we sort and group animals based on their skeletons?” This is an identifying, grouping and classifying enquiry. Within this step, children can create relevant questions to begin the enquiry process.

## Things to look out for

- Children may think that the skeleton is one large bone, rather than a collection of bones.
- They may believe that bones in the body do not have specific names, for example, they may think all bones in the leg are called “leg bones”.
- Children may think that the arms and legs are one long bone, rather than made up of multiple bones.

## Key questions

- How many bones are there in the human skeleton?
- Where is the skull found in the skeleton?
- Where is the femur found?
- Where is the pelvis found in the skeleton?
- Where is the ribcage found?
- Where is the spine found in the skeleton?

## Enquiry question

- How can we sort and group animals based on their skeletons?

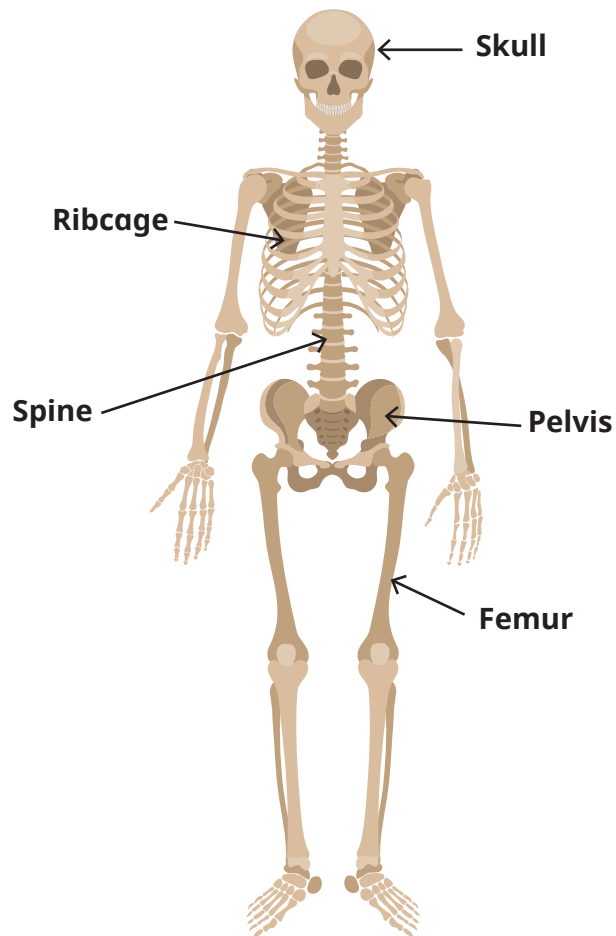
## National curriculum links

- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- **Working scientifically** – Asking relevant questions and using different types of scientific enquiries to answer them.

# Name and identify bones in the human body

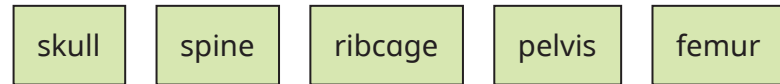
## Key vocabulary

- **Skeleton** – A collection of bones.



## Practical ideas

- Give children 5 labels.

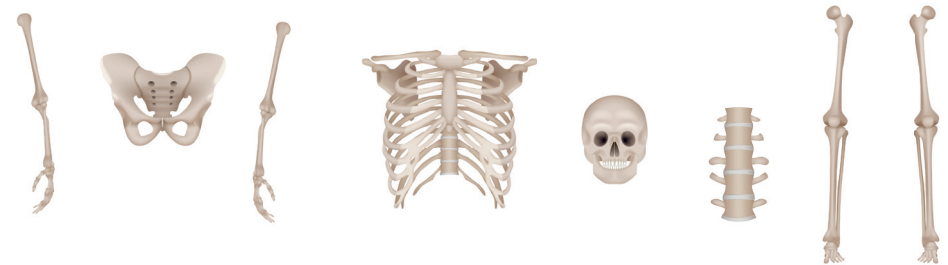


They add the labels onto a printed outline of the human skeleton.

- Give children print-outs or pictures of the skull, ribcage, femur, pelvis and spine.

Get them to assemble the skeleton by gluing the pictures on paper.

They should then label the bones correctly.



## Factual knowledge

- Humans have skeletons which are made up of lots of different bones.
- An adult human typically has 206 bones that make up the skeleton.
- The skull, spine (backbone), ribcage, pelvis and femur are bones within the skeleton.

# Functions of the skeleton

## Notes and guidance

In this small step, children learn that humans have skeletons for movement, support and protection. They build on their learning from the previous step as they progress to outlining the functions (or jobs) of the spine, ribcage, pelvis, skull and femur.

It is important that children are not only aware of the function of the skeleton but also the jobs of specific bones. They should be able to describe the importance of humans having a skeleton with reference to movement, support and protection. The specific details about how the skeleton aids movement will be covered in Autumn Block 2

### Things to look out for

- Children may think that bones within the skeleton do not have a function.
- They may believe that all bones must protect an internal organ, such as the skull or the ribcage.
- Children may think that all bones have the same function.

## Key questions

- What are the functions of the skeleton?
- Why is the skeleton important?
- What is the function of the skull, or femur, or ribcage?
- What would happen if humans did not have a spine?
- What is similar about the skull and ribcage?  
What is different?

## Enquiry question

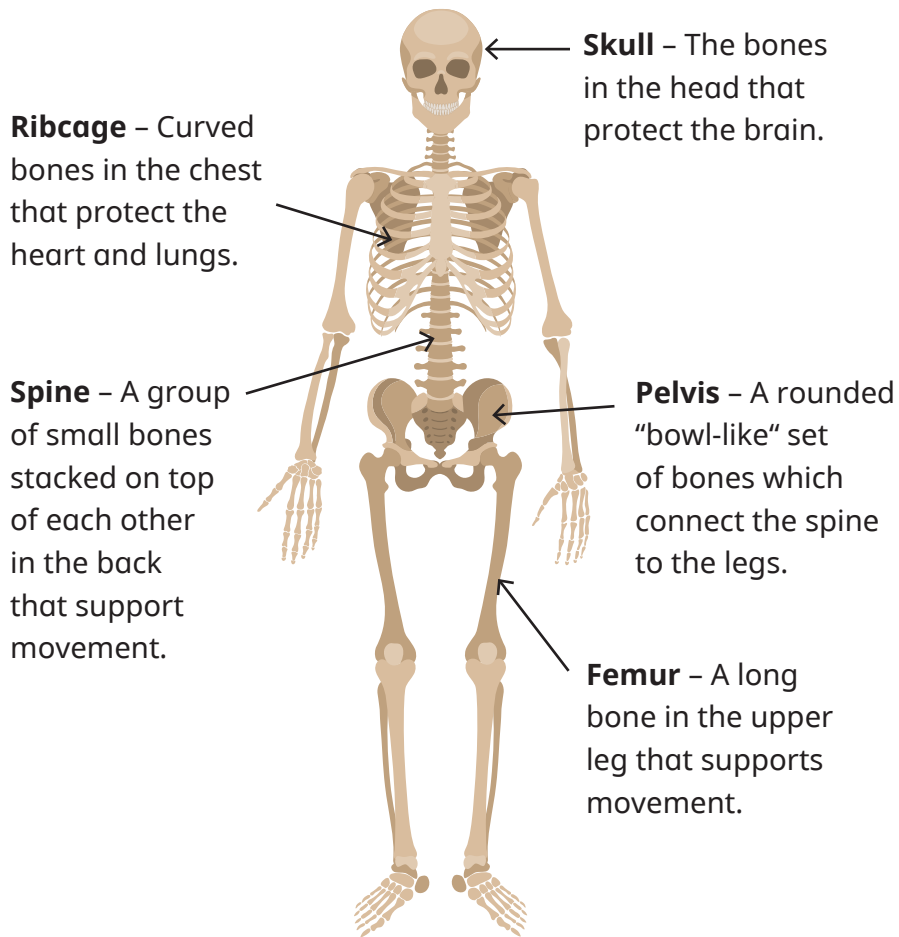
- How can we sort and group animals based on their skeletons?

### National curriculum links

- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- **Working scientifically** – Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

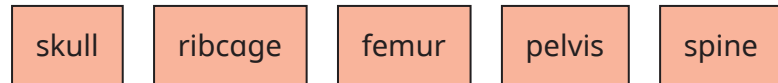
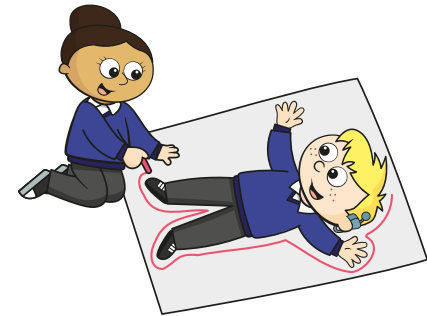
# Functions of the skeleton

## Key vocabulary



## Practical ideas

- Children could work in pairs to draw around the outline of their partner’s body on large sheets of paper. Children can then correctly identify and label the locations of the bones learnt in Step 1



They should then describe the functions of each of the bones. (Note: If drawing round a partner’s body is not appropriate, a printed outline could be used.)

## Factual knowledge

- Bones have specific functions.
- The skull protects the brain.
- The femur helps humans to stand and move.
- The pelvis helps to support the spine.
- The spine helps humans to twist and be held upright.
- The ribcage protects the heart and lungs.

# Name and identify bones in a range of animals

## Notes and guidance

In this small step, children learn that some animals have skeletons. They use their knowledge of bones in the human skeleton to identify, locate and name bones in a variety of animals.

It is important that children are shown a wide range of animal skeletons including mammals, birds, fish, amphibians and reptiles. This allows them to label the bones of the skeleton and spot any similarities or differences between them. Children do not need to use the term “vertebrate” as this is introduced in Year 4

Children need to be given the opportunity to sort and group animals as their understanding of the enquiry question develops.

## Things to look out for

- Children may think that humans are not mammals and that other mammals have a different skeletal system to humans.
- They may think that all animals have a skull, spine, femur, pelvis and ribcage. Show examples of a wide range of animals to challenge this misconception.

## Key questions

- What bones can you identify in these amphibian, or reptile, or fish, or bird skeletons?
- What are the similarities between mammal and bird skeletons? What are the differences?
- How are human skeletons similar to other mammals? Are there any differences?
- Do each of these animals have a spine/femur/pelvis/ribcage? Where is it on the skeleton?

## Enquiry question

- How can we sort and group animals based on their skeletons?

## National curriculum links

- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- **Working scientifically** – Talk about criteria for grouping, sorting and classifying (non-statutory).

# Name and identify bones in a range of animals

## Key vocabulary

- **Mammal** – A warm-blooded animal with a spine and hair or fur.



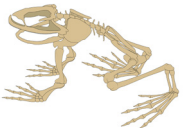
- **Bird** – An animal with a spine, feathers, wings and a beak.



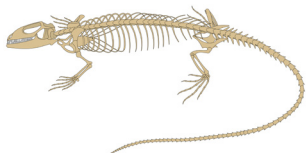
- **Fish** – Animals that live in water with fins, gills and scales.



- **Amphibian** – A cold-blooded animal with a spine that lives on land and in water.



- **Reptile** – A cold-blooded animal with a spine and dry scales.

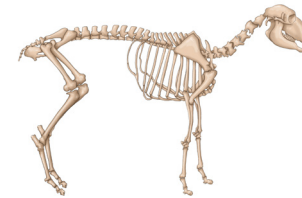


## Practical ideas

- Children can play games to test their knowledge of animal skeletons. They could match animal skeletons with pictures of the animals. Or they could play “guess the animal” using just the images of animal skeletons, which would be more challenging.



penguin



sheep



rabbit

- Give children print-outs or pictures of bones in animal skeletons. Get them to assemble the skeleton by gluing the cut-outs on paper. They should then label the bones correctly.

## Factual knowledge

- Mammals, birds, fish, amphibians and reptiles have skeletons.
- There are some similarities and differences in skeletons of different animals.
- Animal skeletons are made up of lots of different bones.



# Animals with and without a spine

## Notes and guidance

In this small step, children look at animals with and without a spine. They are introduced to the term “exoskeleton” to describe an animal with a skeleton on the outside of its body. Children should use the terms with and without a spine when grouping animals, not “vertebrate” and “invertebrate” as this vocabulary is introduced in Year 4

Children should explore a wide range of animals including insects, spiders, slugs and snails to allow them to further their understanding of animals with and without a spine.

Children will continue to develop their answers to the enquiry question for this block by sorting and grouping animals in different ways.

### Things to look out for

- Children may think that if an animal does not have a spine, then it cannot move.
- Children may believe that animals without a spine have no form of skeleton.
- Children may think that all spineless animals have an exoskeleton. They should be shown a range of animals without a spine or exoskeleton to address this misconception, e.g. a slug.

## Key questions

- Name 3 animals that have a spine.
- Name 3 animals that do not have a spine.
- What is an exoskeleton?  
What is its function?
- Name 2 animals with an exoskeleton.
- How can we sort these spineless animals into groups?  
How many ways can you group them?

## Enquiry question

- How can we sort and group animals based on their skeletons?

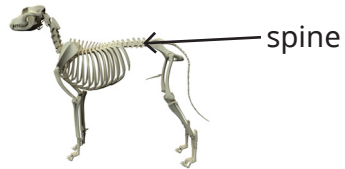
## National curriculum links

- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- **Working scientifically** – Talk about criteria for grouping, sorting and classifying (non-statutory).

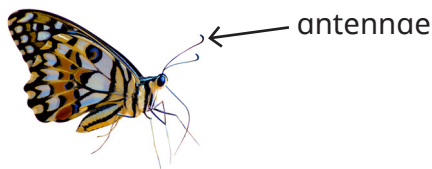
# Animals with and without a spine

## Key vocabulary

- **Spine** – A group of small bones stacked on top of each other in the back, also known as the “backbone”.



- **Antennae** – The organ on an insect's head that it uses to touch and smell.



- **Insect** – A small animal that has three body sections, six legs and antennae.

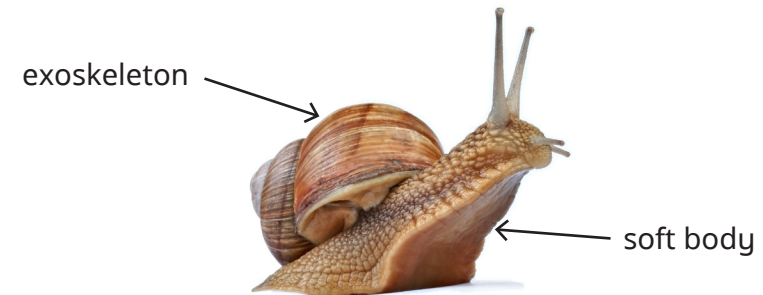


- **Exoskeleton** – A form of skeleton on the outside of an animal's body that provides support and protection.



## Practical ideas

- Allow children to explore and identify animals with or without a spine in an outdoor environment.



A snail does not have a spine. A snail has an exoskeleton.

- Play games with children to help them name and identify animals with and without a spine. This could include “guess my animal” where children have to guess the animal an adult is thinking of using simple yes/no questions.

## Factual knowledge

- Some animals have a spine.
- Some animals do not have a spine.
- Some animals have an exoskeleton.
- An exoskeleton provides support and protection.

# Are all skeletons the same?

## Notes and guidance

In the final step of this block, children provide answers to the enquiry question “Are all skeletons the same?” They should identify, sort and group animals in different ways based on their skeletal systems.

Children should consider mammal, bird, fish, amphibian and reptile skeletons when forming their answers. In addition to this, they could compare animals with and without a spine to demonstrate a deeper understanding of skeletons.

Children should be given opportunities to present their findings to a wider audience. This can include presentations, discussions and written responses.

## Things to look out for

- Children may think that all skeletons are the same and have the same bone structure.
- When looking at specific groups, children may think that all animals within that group have the same skeletal structure. For example, snakes and lizards have very different skeletons but are both classified as reptiles. Another example of this could be humans and whales.

## Key questions

- Name 3 animals with a spine.
- Name 3 animals without a spine.
- What is an exoskeleton?
- What are the differences between the skeletons of a bird and a snail?
- How can you sort and group these animals?
- How many ways can you think of?

## Enquiry question

- How can we sort and group animals based on their skeletons?

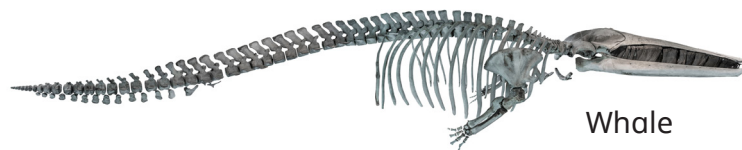
## National curriculum links

- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- **Working scientifically** – Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

# Are all skeletons the same?

## Key vocabulary

- **Skeleton** – A collection of bones that provide protection and support movement. This appears different in different animals.



- **Exoskeleton** – A form of skeleton on the outside of an animal's body that provides support and protection.



## Practical ideas

- Split the class into small groups. Give each group an animal category. Children should become “skeleton experts” on the category given. They use knowledge from previous steps to form an answer to the enquiry question. Children should discuss and choose how they want to record their answers. They then present their findings to the rest of the group.



## Factual knowledge

- Animals have different skeletons.
- All mammals, birds, fish, reptiles and amphibians have a spine.
- Some animals do not have spines.
- Skeletons provide support, protection and allow movement.

Autumn Block 2

# Movement

# Small steps

Step 1

Joints

Step 2

How we move

# Joints

## Notes and guidance

In this small step, children build on their knowledge of the skeleton to look at joints. Children should identify two different joint types – hinge and ball and socket joints. They should name and identify the hips, elbows, knees and shoulder joints. Children describe whether these are examples of hinge or ball and socket joints.

They should also understand that major bones in the human body are connected by joints, for example the hip joints connect the pelvis and femurs. By the end of this step, children should understand that joints allow the skeleton to move and without joints, humans would not be able to move.

Within this step, children also have the opportunity to explore that other animals have joints. Children use simple skeleton diagrams to identify the hip, elbow and knee joints in different animals.

## Things to look out for

- Children may think that all joints allow movement in the same way. Images or simple models of each joint type would help children to spot differences between the movement patterns.

## Key questions

- What is a joint?
- Why do we have joints?
- Where are your knee, hip, shoulder and elbow joints?
- What movement does a ball and socket joint allow?
- What movement does a hinge joint allow?
- Do all joints allow the same movement?
- Are humans the only animals with joints?  
Explain your thinking.
- What would happen if a skeleton did not have joints?

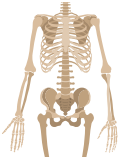
## National curriculum links

- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- **Working scientifically** – Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations (non-statutory).

# Joints

## Key vocabulary

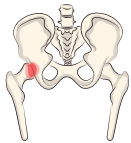
- **Joints** – A point where two or more bones meet.



- **Hinge joint** – A joint that only allows bending and straightening.



- **Ball and socket joint** – A joint with a round head of bone that fits inside the cup of another bone to allow movement in all directions.



- **Skeleton** – A framework of bones.



## Practical ideas

- Children can work in pairs to name and identify joints in the body.

Give children four sticky notes.

elbow

shoulder

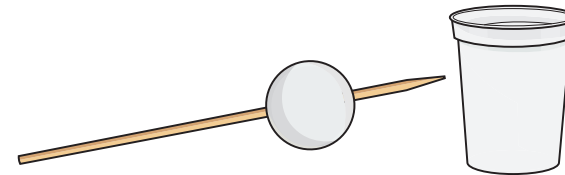
hip

knee

Ask children to stick the notes to the correct places on their partner's body.

To extend learning, challenge children to identify whether they are examples of hinge or ball and socket joints.

- Children can make simple models to represent a hinge joint and a ball and socket joint. Polystyrene balls, wooden skewers and cups can be used to represent the different parts of a ball and socket joint.



## Factual knowledge

- A joint is where two or more bones meet.
- There are different joints in the human body.
- The knees and elbows are hinge joints.
- The shoulders and hips are ball and socket joints.



# How we move

## Notes and guidance

In this small step, children learn how the skeleton, joints and muscles work together to allow movement. This step should be used to recap the names of the bones studied in Block 1 and the joint types identified in the human body in the previous step.

Children learn that muscles pull on bones to create movement. They should understand that muscles cannot push, which is why they work in pairs. They use the terms “contract” and “relax” to describe this process.

In Year 3, children do not need to name and label major muscle groups in the human body. They only identify and label the biceps and triceps in the upper arm. Children can use labelled diagrams, simple practical models and relevant scientific language to show their understanding.

### Things to look out for

- Children may think that muscles work independently. Explain that muscles work in pairs to allow movement. Demonstrate this idea by asking children to contract their biceps. The biceps contract as the triceps relax.

## Key questions

- What are the names of three bones in the human body?
- What are the names of two joint types in the human body?
- Where are your biceps?
- Where are your triceps?
- What joints are your biceps and triceps attached to?
- What does “contract” mean?
- What does “relax” mean?
- How do muscles work in pairs to allow movement?
- What would happen if humans had no muscles/joints/skeleton?

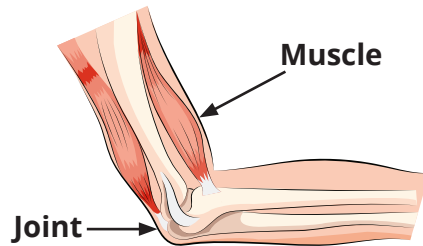
### National curriculum links

- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- **Working scientifically** – Communicate their findings in ways that are appropriate for different audiences (non-statutory).

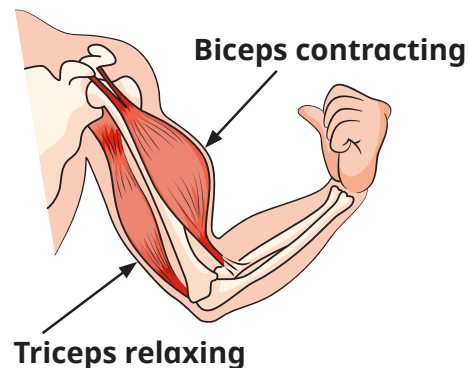
# How we move

## Key vocabulary

- **Joint** – A point where two or more bones meet.
- **Muscle** – Works with joints and bones to allow movement.



- **Bicep and tricep** – Muscles in the upper arm.
- **Contracting** – A tightening and shortening motion.
- **Relaxing** – A relaxing and lengthening motion.

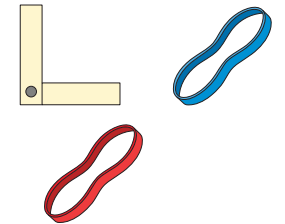


## Practical ideas

- Demonstrate how muscles contract and relax using elastic bands. Create an L-shape with two rectangles of card fastened together with a split pin.

This represents the elbow joint.

Attach an elastic band to the top section of the arm to represent the bicep and the underside of the arm to represent the tricep.



Allow children to observe the elastic bands working in pairs. One is pulling and shortening, while the other is relaxing and lengthening. Link this to contracting and relaxing of muscles.

Children could make their own examples to explain how muscles, joints and bones work together to allow movement.

## Factual knowledge

- Muscles are attached to bones.
- Muscles can only pull on bones and cannot push.
- Muscles work in pairs by contracting and relaxing.
- Bones, muscles and joints work together to allow movement.

Autumn Block 3

# Nutrition and diet

# Small steps

Step 1

Food groups

Step 2

Understand the five food groups

Step 3

Balanced diet

Step 4

Compare diets

Step 5

Animal diets

# Food groups

## Notes and guidance

In this small step, children learn that food can be sorted into five food groups – fruit and vegetables, carbohydrates, protein, dairy (and alternatives) and fats and sugars. They should group and sort food correctly into each group. They do not look at the function of each food group on the body as this is introduced in the next small step.

Within this step, children should discuss which food items they should eat regularly, sometimes and occasionally. They look at the concept of a “balanced diet” in greater detail later in the block.

The enquiry question is introduced in this small step. Children will carry out a research enquiry and use secondary sources to help them answer the enquiry question.

### Things to look out for

- Children may think that all food has the same nutritional benefits for the body.
- Children may think that drinks have no impact on a healthy/balanced diet.
- Children may use their personal preferences to sort food based on whether it should be eaten regularly, sometimes or occasionally.

## Key questions

- What are the names of the five food groups?
- What is a fruit/vegetable?
- Which foods contain carbohydrates/protein/dairy?
- What food should you eat regularly/sometimes/occasionally?
- How can we sort and group these foods?  
How many ways can you think of?

## Enquiry question

- What is a balanced diet and is it important?

## National curriculum links

- 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.
- **Working scientifically** – Talk about criteria for grouping, sorting and classifying (non-statutory).

# Food groups

## Key vocabulary

- **carbohydrate** – food such as bread, cereals, pasta and rice



- **protein** – food such as eggs, beans, fish and meat



- **dairy product** – food made from the milk of an animal



- **fat** – food such as avocados, oil, butter, fried food and nuts



- **sugar** – a substance used to make food and drinks sweet



## Practical ideas

- Label five large hoops with the name of each food group.

Show children food from each food group. These could be real-life examples, images or food packaging.

Ask children to sort the food into the correct group.

Are there any that are more difficult to sort?

Add some food into the wrong categories and allow children to correct them.

- Set up tasting stations in the classroom for each of the five food groups.



Check for any allergies before undertaking this task.

Ask children to rank the food from their favourite to least favourite in terms of taste.

## Factual knowledge

- Humans need the right types and amount of food.
- Humans get their nutrition from what they eat.
- Food can be sorted into five food groups – fruit and vegetables, carbohydrates, protein, dairy and alternatives and fats and sugars.

# Understand the five food groups

## Notes and guidance

In this small step, children learn about the functions of different food groups. This includes the effects of fruit and vegetables, carbohydrates, proteins, dairy and alternatives and fat and sugar on the body.

Children should explore the effects of having too much or too little of a particular food group. In this step, children look at the functions of fat in the body. They should understand that fats can be classified as healthy (unsaturated) or unhealthy (saturated) and that they have different impacts on the body.

Children continue to investigate the enquiry question in this step and they should be given plenty of opportunities to develop their research skills. This is to gain a better understanding of the different food groups, their functions and their importance for the body.

### Things to look out for

- Children may believe that all foods that are classified as proteins are meat products.
- Children may think that adults who follow a vegan or vegetarian diet cannot get any protein within their diet.

## Key questions

- What do fruits and vegetables provide the body with?
- What do carbohydrates and fats provide the body with?
- What do proteins help the body to do?
- What do dairy products do for the body?
- What could happen if you did not eat enough fruit and vegetables?
- What could happen if you ate too many foods which are high in fat or sugar?

## Enquiry question

- What is a balanced diet and is it important?

## National curriculum links

- 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.
- **Working scientifically** – Using straightforward scientific evidence to answer questions or to support their findings.

# Understand the five food groups

## Key vocabulary

- **fruit and vegetables** – provide the body with vitamins and minerals



- **carbohydrates** – provide the body with energy



- **protein** – helps the body to build and repair muscles



- **dairy** – can help young children to form healthy bones and teeth

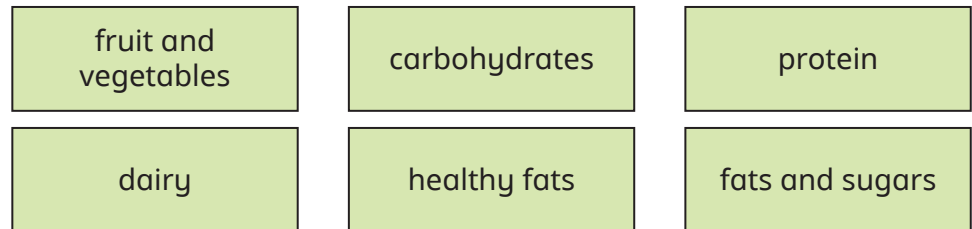


- **fats** – healthy fats provide energy whilst unhealthy fats can cause weight gain if eaten too often



## Practical ideas

- Write the food groups on large pieces of paper.



The adult should shout out the function of a food group, for example, “Provides the body with vitamins”.

Children then move to the matching label.

If children move to the incorrect food group they are out for that game.

- Children could use secondary sources to further understand the functions of the food groups on the body.

## Factual knowledge

- Fruit and vegetables provide the body with essential vitamins.
- Carbohydrates provide the body with energy.
- Protein helps with muscle growth and repair.
- Dairy products contain calcium, which is good for teeth and bones.
- Fats can be grouped into healthy and unhealthy fats.



# Balanced diet

## Notes and guidance

In this small step, children explore what a balanced diet is and its importance in maintaining good health. Children should explain that a variety of different foods are needed for a balanced diet. They should also understand the importance of eating the right amount of food.

Children should provide answers to the enquiry question, “What is a balanced diet and is it important?”. They could demonstrate their understanding through sorting and grouping of different foods, presentations, discussions or creating written or verbal responses for explanations of balanced diets. Publications such as “The Eatwell Guide” provide children with visual representations of how much of each food group should be consumed.

### Things to look out for

- Children may believe that all food groups need to be eaten in equal amounts and may design a meal that is not nutritionally balanced.
- Children may incorrectly classify food in their meal. For example, they may state that potatoes are their source of vegetables, rather than a source of carbohydrates.

## Key questions

- What is a balanced diet?
- What is a balanced meal?
- Why is it important to eat balanced meals?
- What food should you eat often?  
Why should you eat these foods often?
- What food should you only eat occasionally?  
Why should you only eat these foods occasionally?

## Enquiry question

- What is a balanced diet and is it important?

### National curriculum links

- 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.
- **Working scientifically** – Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

# Balanced diet

## Key vocabulary

- **balanced diet** – a diet that fulfills a person’s nutritional needs



- **balanced meal** – a meal that has a wide variety of food in the correct proportions



- **nutrition** – taking in and using food to keep the body healthy



- **Eatwell Guide** – a guide that shows how much we should eat approximately from each food group



## Practical ideas

- Ask children to design a healthy, balanced meal that could be served at lunch time. They should describe how it is nutritionally balanced. If appropriate, children could then cook the meal they have designed.



- In pairs, ask children to create a food journal for a day. They should decide what food to eat for breakfast, lunch and dinner. Encourage them to include a variety of foods and food groups. Children could swap food journals with another pair to evaluate how balanced their meal choices are.

Breakfast	Lunch	Dinner

## Factual knowledge

- Humans need to eat a healthy, balanced diet to maintain good health.
- Humans should eat a wide variety of foods and consume the right amount to maintain a healthy body weight.
- The Eatwell Guide shows how much of each food group we should eat to achieve a healthy and balanced diet.

# Compare diets

## Notes and guidance

In this small step, children build on their understanding of a balanced diet and look at different dietary needs and food choices. They compare diets based on their similarities and differences. Children should understand that vegan and vegetarian diets are similar, but vegans do not eat any animal products. They also explore a pescatarian diet, which involves eating fish but no other meat products.

Children should understand that vegans and vegetarians find alternatives for animal and dairy products and that these provide the body with the nutrients it needs. By the end of this step, children should understand that humans have different diets depending on their food choices and that it is possible to have a balanced diet without eating animals or animal products.

### Things to look out for

- Children may think that all humans have the same dietary requirements.
- Children may think that there are no similarities between a vegan, vegetarian, pescatarian and omnivorous diet.
- Children may think that people who follow a vegetarian or vegan diet are unable to get protein-rich food.

## Key questions

- What do people who follow a vegan diet eat/not eat?
- What do people who follow a vegetarian diet eat/not eat?
- How do vegetarians and vegans get protein in their diets?
- How are vegan and vegetarian diets similar?
- How are vegan and vegetarian diets different?
- What do people who follow a pescatarian diet eat?
- How is a pescatarian diet similar/different to a vegan or vegetarian diet?

### National curriculum links

- 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.
- **Working scientifically** – Identifying differences, similarities or changes related to simple scientific ideas and processes.

# Compare diets

## Key vocabulary

- **vegan diet** – a diet that does not include meat or animal products



- **vegetarian diet** – a diet that does not include meat but does include animal products such as cheese or eggs



- **pescatarian diet** – a diet that includes fish but no other meat products



- **omnivorous diet** – a diet that includes all food types



## Practical ideas

- Split the class into small groups.  
Give each group a label.

vegan

vegetarian

pescatarian

omnivorous

Ask children to research their chosen diet.

Children could design a menu to suit the dietary requirements given.

They could then present their diets to the other groups.

- Children could cook a meal for a chosen dietary group.  
They could share this meal as a class.



Ensure there are no allergies to food types before cooking.

## Factual knowledge

- All humans need a balanced diet including food from all five food groups.
- There are a variety of human diets including vegan, vegetarian, pescatarian and omnivorous diets.
- People who eat a vegan diet get protein from sources that are not animal products.

# Animal diets

## Notes and guidance

In this final step of the block, children look at the wider animal kingdom to learn about the dietary requirements of different animals. They should use the terms “carnivore”, “herbivore” and “omnivore” to differentiate between dietary needs.

Children name and identify a range of animals and state whether they are carnivores, herbivores or omnivores. This includes animals that are kept as pets and animals that live in the wild. They also look at how animals’ teeth can be used as an indicator of diet. They do not need to name the teeth, as this is covered in the Year 4 curriculum, but can identify that carnivores have sharper teeth to allow them to eat other animals for example.

## Things to look out for

- Children may incorrectly group carnivores, herbivores and omnivores with their dietary needs.
- Children may believe that animals that are kept as pets and those in the wild have the same dietary needs. Highlight to children that their dietary needs may differ depending on whether they hunt for food or not.

## Key questions

- What is a carnivore/herbivore/omnivore?
- Is a \_\_\_\_\_ a carnivore, a herbivore or an omnivore?
- Why do animals have different diets?
- Why is the diet of a wild animal different to that of a pet?
- What do you notice about a carnivore’s teeth?
- Why do you think carnivores have sharp teeth?
- What do you notice about an omnivore’s teeth?
- Why do you think omnivores have large, flat teeth?

## National curriculum links

- 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.
- **Working scientifically** – Using straightforward scientific evidence to answer questions or to support their findings.

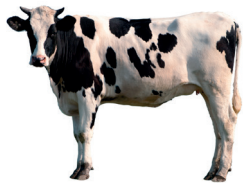
# Animal diets

## Key vocabulary

- **diet** – the food a living thing needs



- **herbivore** – an animal that eats plants



- **carnivore** – an animal that eats other animals



- **omnivore** – an animal that eats other animals and plants



## Practical ideas

- Hide a figure of an animal in a bag.

Give children clues to identify the animal. For example, “My animal is a mammal” and “My mammal is a herbivore”. Ask children to guess which animal it could be after each clue.

The child who guesses the animal correctly can then choose an animal to hide in a bag and give clues to the rest of the class.

- If appropriate, ask a parent to bring a pet into the classroom.  
Ask the parent how they care for the pet.  
What food does the pet need to eat?



## Factual knowledge

- Animals need the right type and amount of nutrition. They cannot make their own food, instead they get their nutrition from what they eat.
- Some animals are carnivores – they eat other animals.
- Some animals are herbivores – they only eat plants.
- Some animals are omnivores – they eat plants and other animals.