Y3 – Animals including humans – How do the systems inside our body work? Lesson 1

Lesson	1 of 5

Learning objective

I can identify that humans have bones for support, protection and movement.

National Curriculum links

NC Y3:
Children will:

- 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

Key lesson question	How does our skeleton help us?

Resources

- lesson presentation (PPT)
- practical activity ideas
- activity 1 'Brilliant bones' memory game and instructions
- activity 2 worksheets

Teaching input

- **Scientific enquiry types and skills** – Review the 'scientific enquiry' and 'working scientifically' skills that the children will use in this lesson. They are highlighted on this slide.
- **How do the systems inside our body work?** – This slide shows the questions that the children will look at throughout this unit. The question for this lesson is highlighted.
- **Key vocabulary for this lesson** – Go through the key vocabulary and their definitions. Have any of the children heard these words before? Did they already know their meanings? You could give the children examples of the words in context.
- **Identifying and classifying** – Introduce Doctor Ana. Read what Ana has to say about how she uses the skill of 'identifying and classifying' in her job.
- **What is a skeleton?** – Read the information on the slide and discuss what children already know about human and animal skeletons.
- **Let's discuss** – The children are to discuss the questions on the slide with their learning partner. Take feedback from the class before revealing why some animals have a skeleton and what it helps us to do on the following slide.
- **How does our skeleton help us?** – Read the information on the slide and discuss how a skeleton supports our body and allows us to move but also provides protection.
- **Bones, bones, bones!** – Use this slide to introduce the human skeleton as a whole and its component individual bones and joints. Share the new word alert.
- **Let's discuss** – Children discuss the question with their learning partner. How many bones can they name already? Take feedback from the class.
- **Let's watch** – Use the link to listen to a reading of the book 'Give back my bones!' Ask the children to listen for the names of different bones in the story. Take feedback from the class.
- **Activity 1** – Children can work in pairs or small groups to match the bone names to their pictures, linking to the story.
- **Skull and jaw** – Read the information and ask children to identify and know the location of the skull and the jaw in their own body. They should understand the function of these bones in protecting the brain and moving to allow us to eat.
- **Ribcage and spine** – Read the information and ask children to identify and know the location of the ribcage and spine in their own body. They should understand the function of these bones enabling movement and protecting vital organs.
- **Pelvis and femur** – Read the information and ask children to identify and feel the location of the pelvis and the femur in their own body. They should recognise the function of these bones.
- **I feel it in my bones!** – Use this activity to reinforce the bone names and their positions with actions. When you call out the name of a bone, the children complete the matching action.
- **Activity 2** – Children are to label the different bones on their activity 2 worksheet. Take feedback from the class before revealing the answers on the next slide with some further facts about bones and the human skeleton.
- **Let's recap** – Read through this slide and emphasise the three purposes of the skeleton for support, protection and movement.
- **Challenge** – The children are to discuss the questions with their learning partner, using the sentence starter to help them. Take feedback from the class before some possible answers are revealed on the following slide.

Main activity	Challenge
Children will label the different bones on the diagram of the human skeleton using the word bank on their activity 2 worksheet. An adapted worksheet is available in the lesson resources.	Which bone do you think is the most important in the human skeleton? Why?

Cumulative quiz questions

1. Name these bones on the skeleton.
2. Why do the ribs form a cage around our heart and lungs?
3. Which bone helps us to bend forwards, backwards and sideways?

Self-assessment

- I can identify that humans have bones for support, protection and movement.
- I can name and locate some of the bones in the human skeleton.

Key vocabulary

bone – hard part of the skeleton
human – a person
movement – when something moves
protection – keeping something safe from harm
support – to hold something up and help keep its shape