The background of the slide is decorated with various anatomical illustrations of human bones and muscles. In the top left, there is a ribcage. To its right is a single leg bone. Further right is a pair of legs with muscles highlighted in red. In the top right corner is a detailed illustration of a human arm and hand. On the right side, there is a single bone. In the bottom left corner is a full human skeleton. In the bottom right corner is a muscular arm. At the bottom center, there is a small illustration of a person's back and legs with muscles highlighted in red.

Animals including Humans

Cumulative Quiz



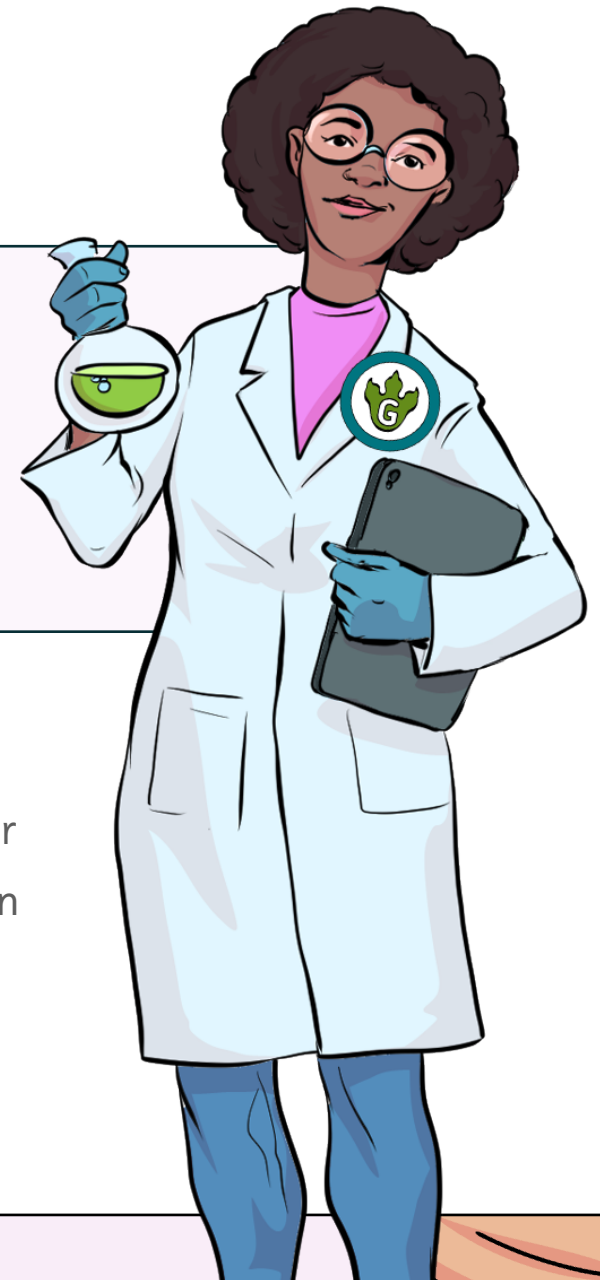
www.grammarsaurus.co.uk

Lesson 1

1

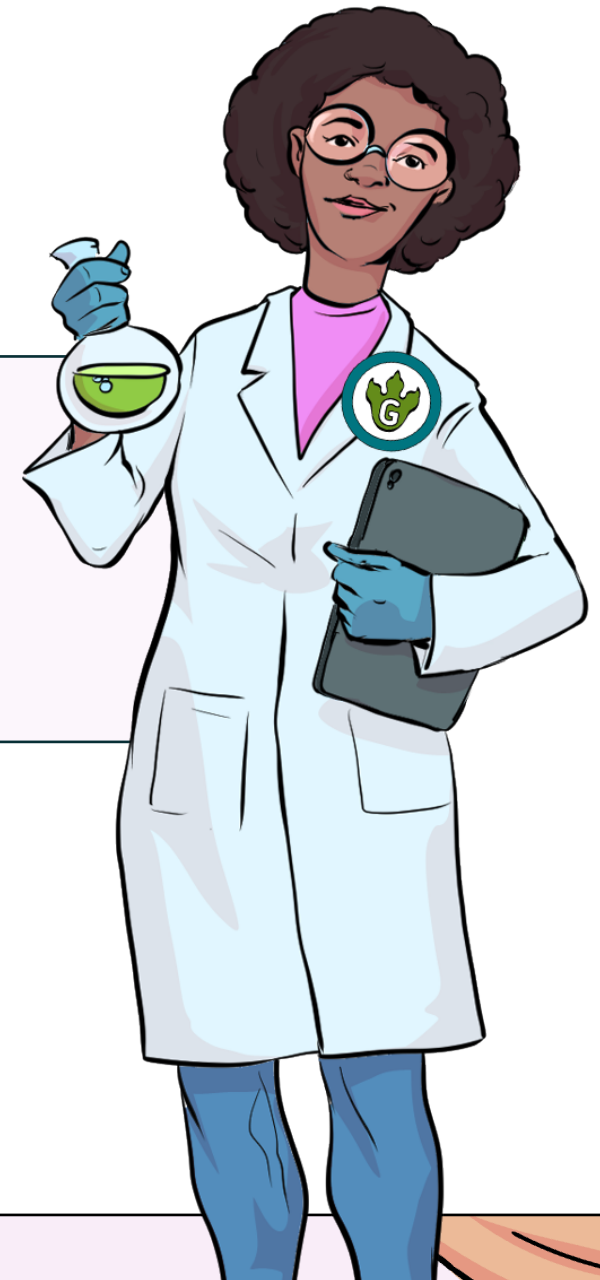
How does our **skeleton** help us?

Y3 NC Objectives: identify that humans and some other animals have skeletons and muscles for support, protection and movement.





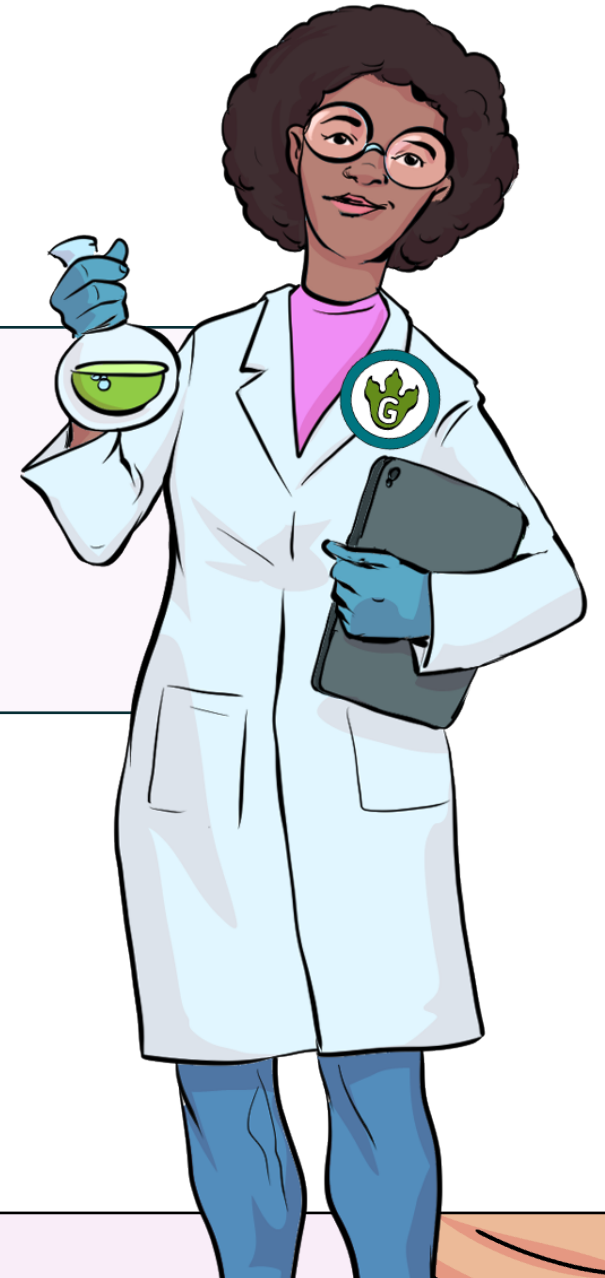
1. What is the **skeleton** made up of?





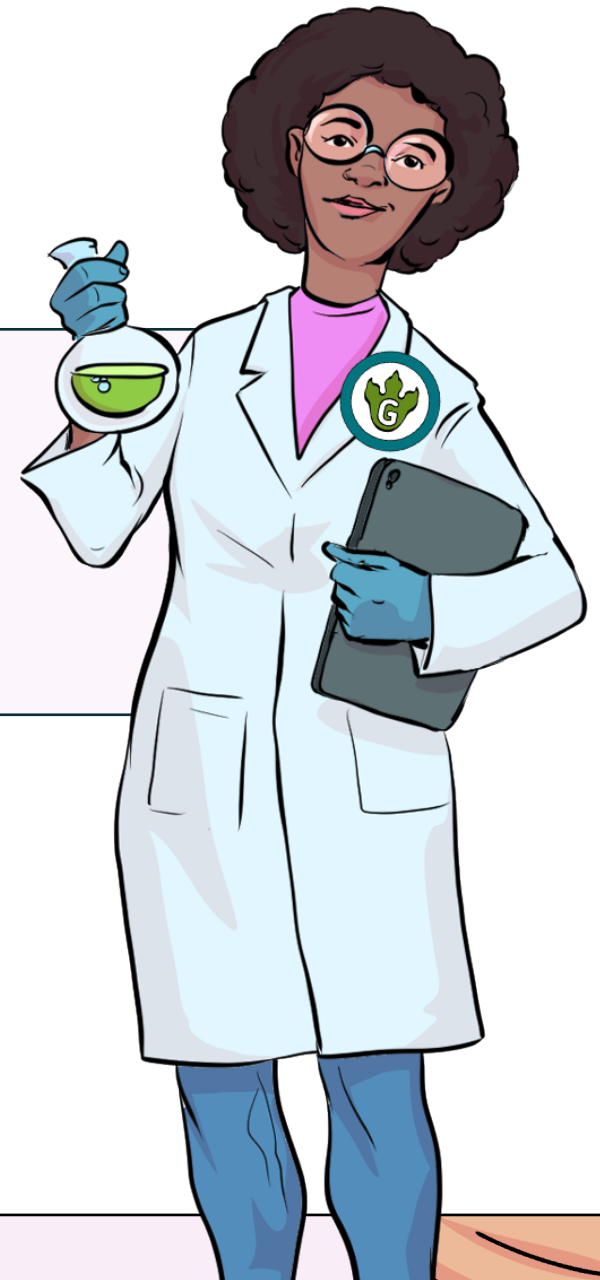
1. What is the **skeleton** made up of?

bones





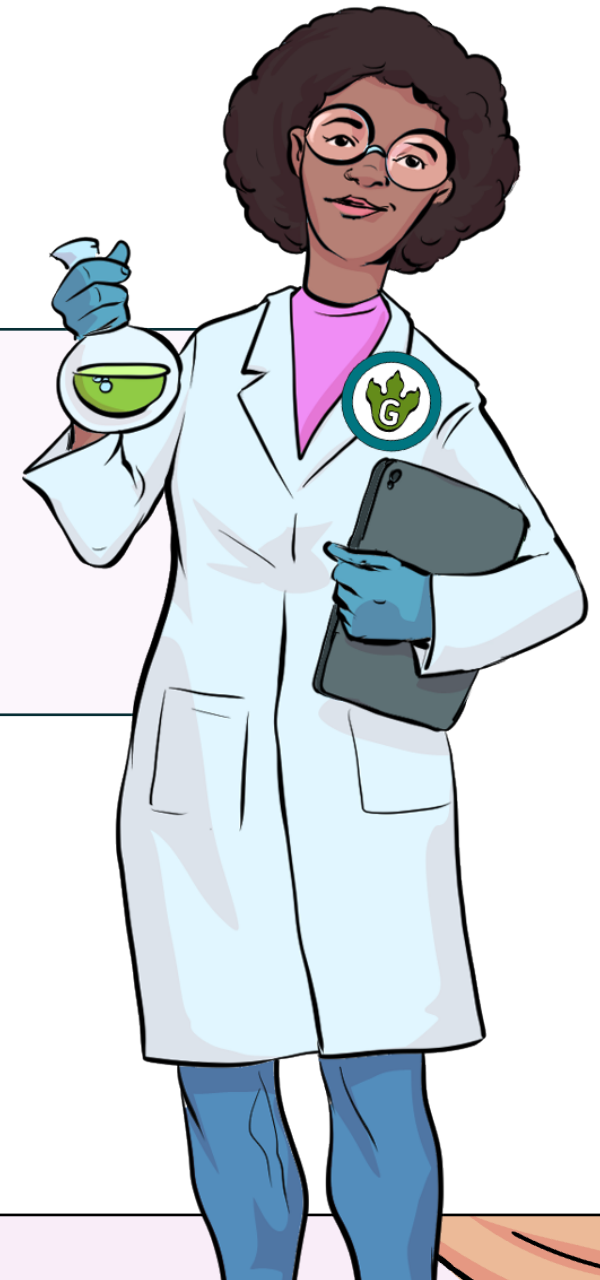
2. What is the purpose
of **the skeleton**?





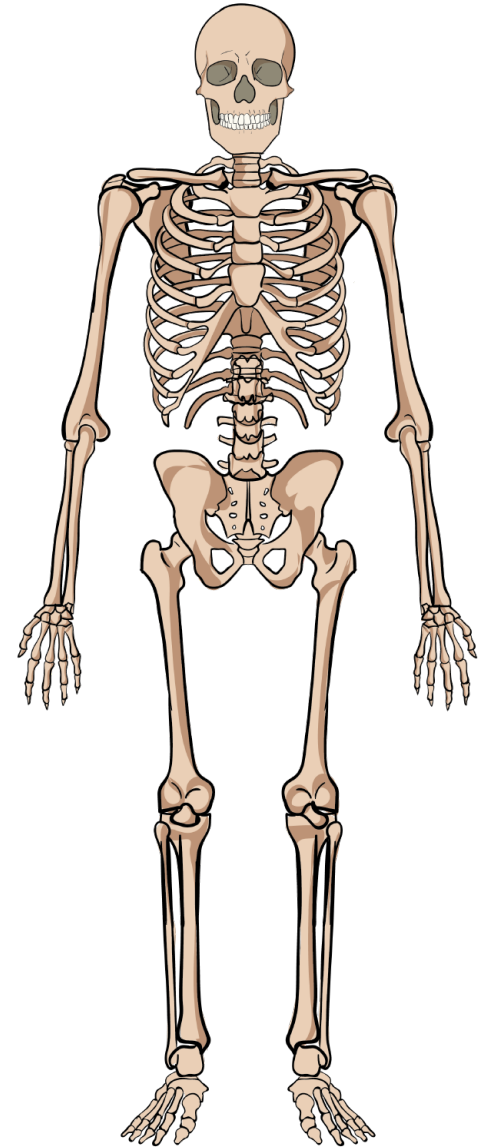
2. What is the purpose of **the skeleton**?

to support, protect and help with movement





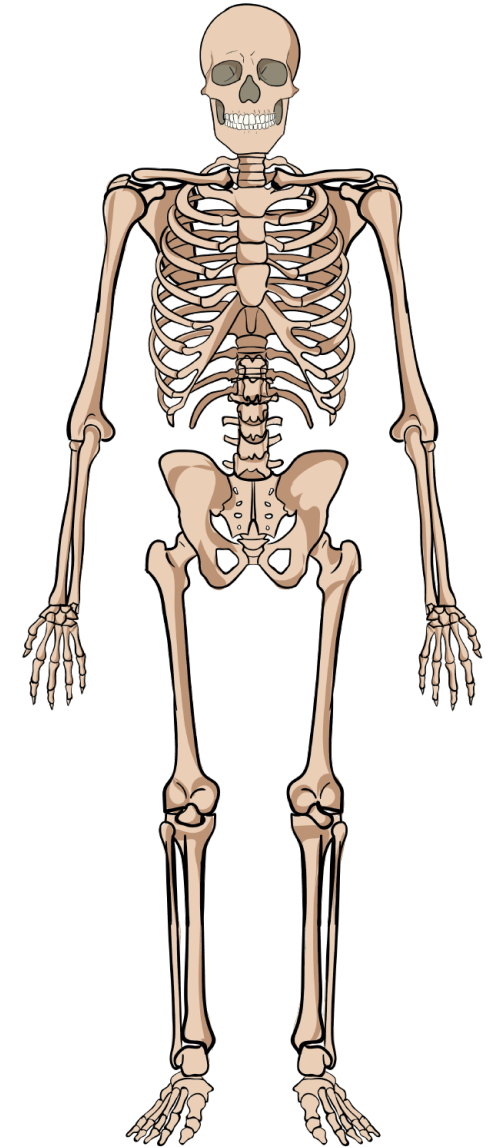
3. Name two of the bones
in the **human body**.





3. Name two of the bones
in the **human body**.

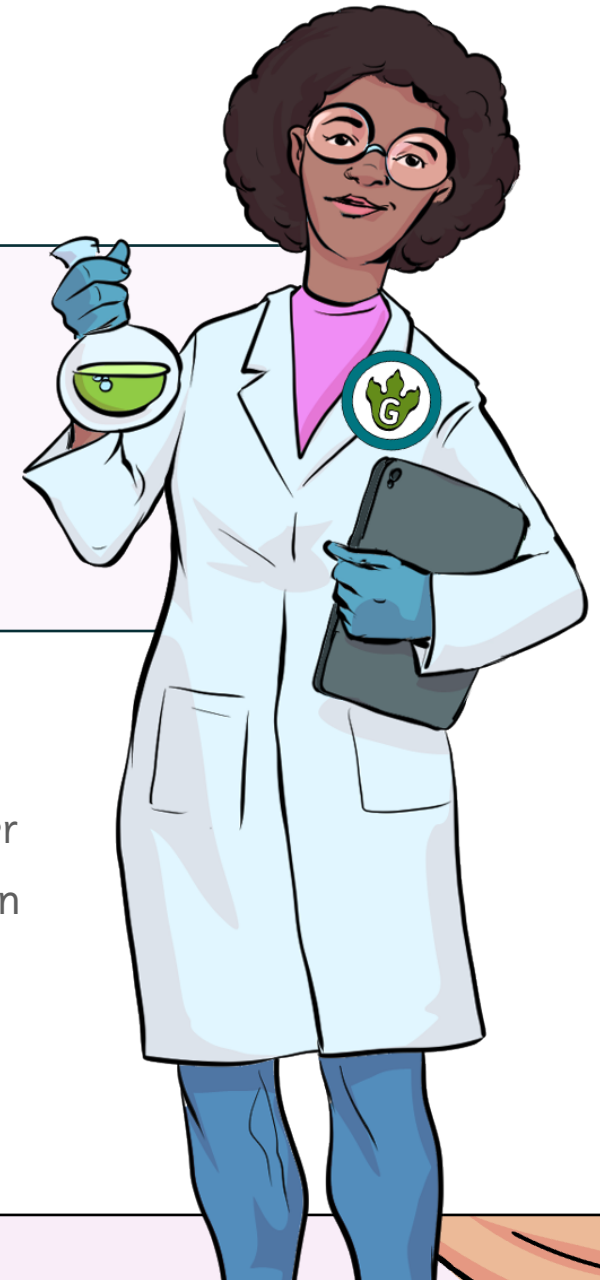
multiple answers – femur, thighbone, skull,
jaw, collarbone, shoulder blade, humerus,
pelvis, kneecap, hip, spine, ribcage



Lesson 2



Do our **bones** affect
what we can do?



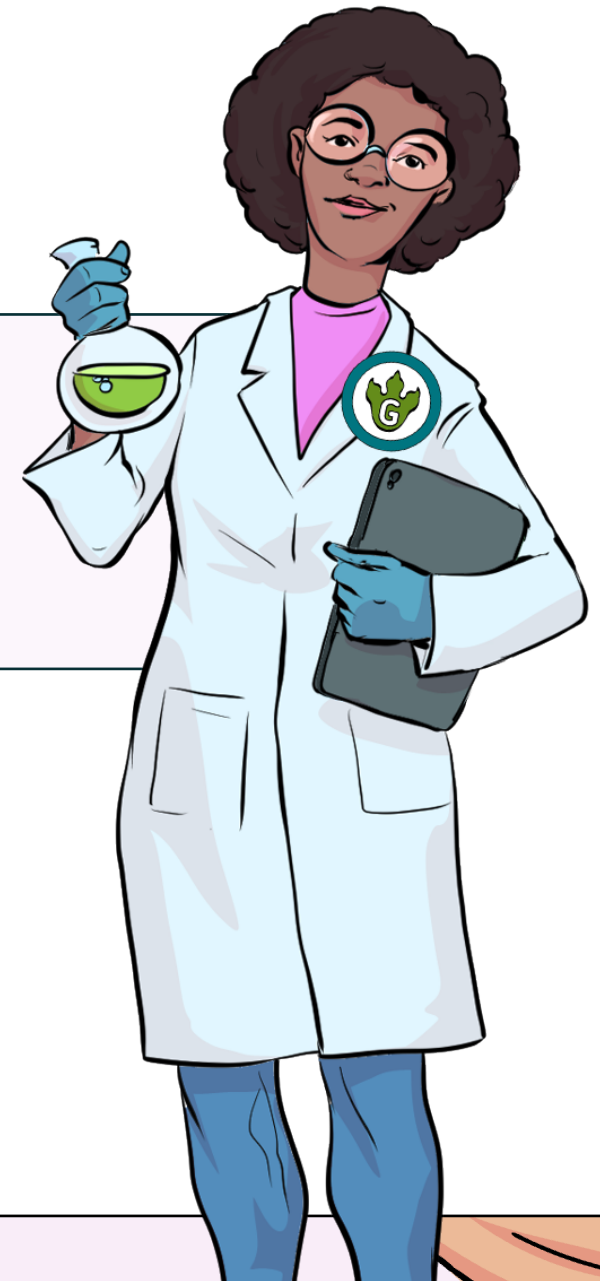
Y3 NC Objectives: identify that humans and some other animals have skeletons and muscles for support, protection and movement.





Do people with longer legs jump **the furthest?**

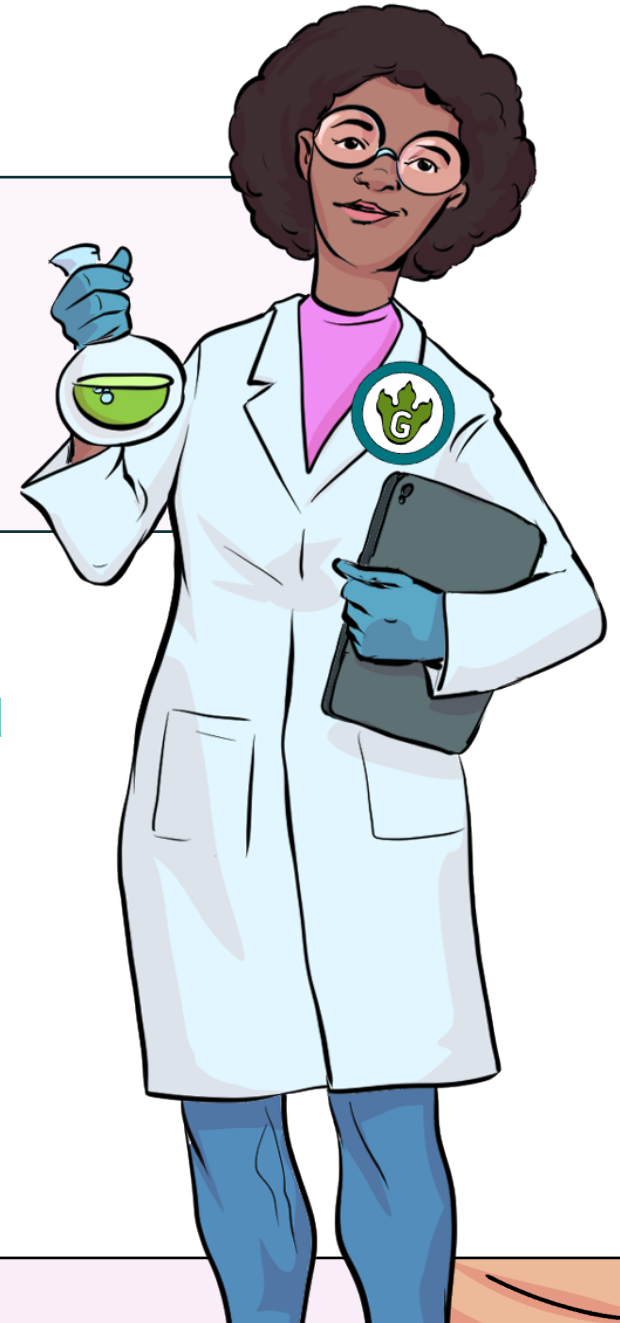
4. Explain how you would investigate this question.





Do people with longer legs jump **the furthest?**

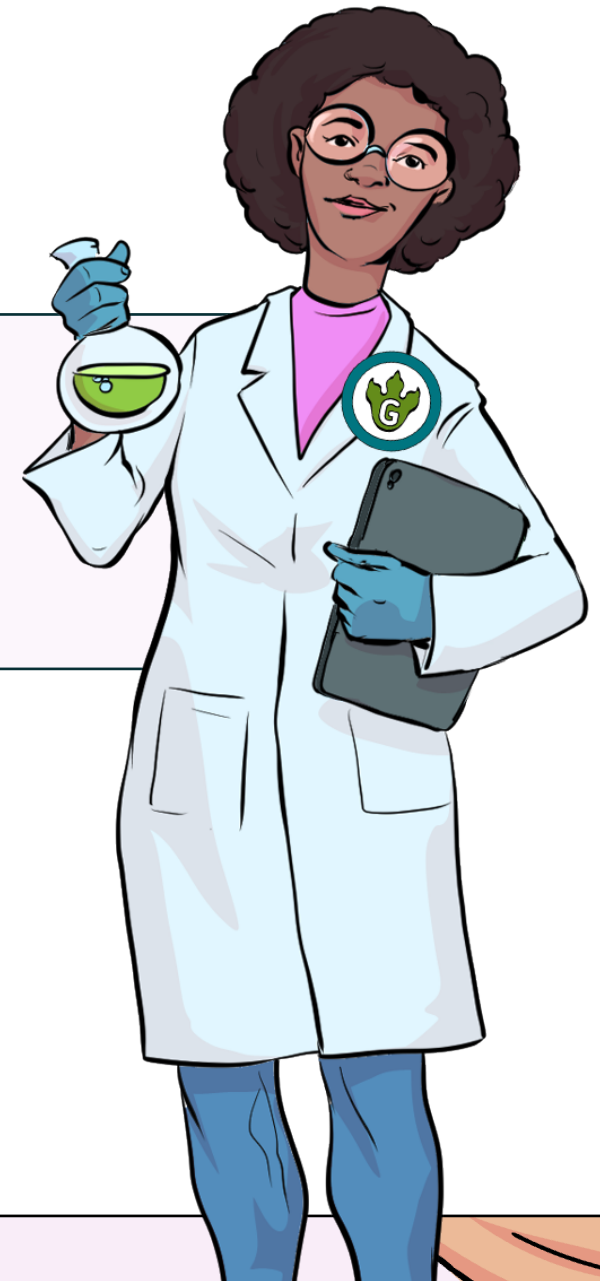
Children should explain that they would need a number of people. Then they would need to measure the length of their legs and record. Then they would have to measure a jump from each person and compare to see if the person with the longest legs jumped the furthest.





Do people with longer arms **throw further?**

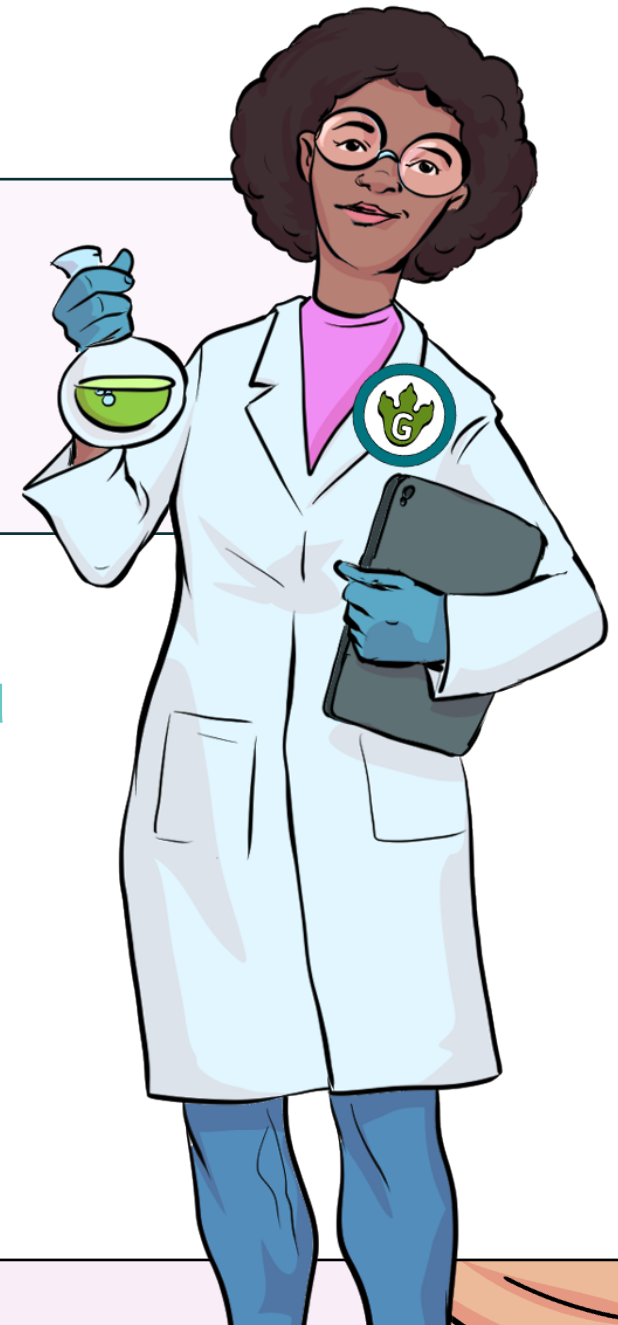
5. Explain how you would investigate this question.





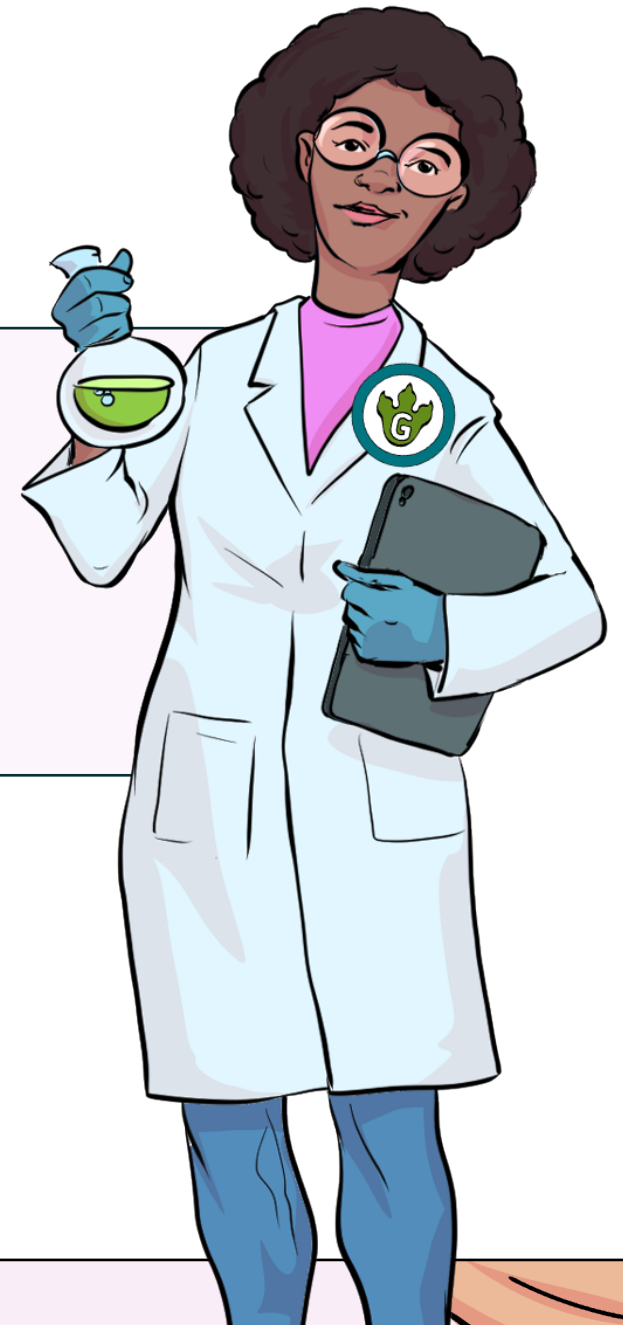
Do people with longer arms **throw further?**

Children should explain that they would need a number of people. Then they would need to measure the length of their arms and record. Then they would have to measure how far each person could throw the same object and compare to see if the person with the longest arms threw the object the furthest.





How could you find out
which is the **longest**
bone in your **body**?





How could you find out which is the **longest bone** in your **body**?

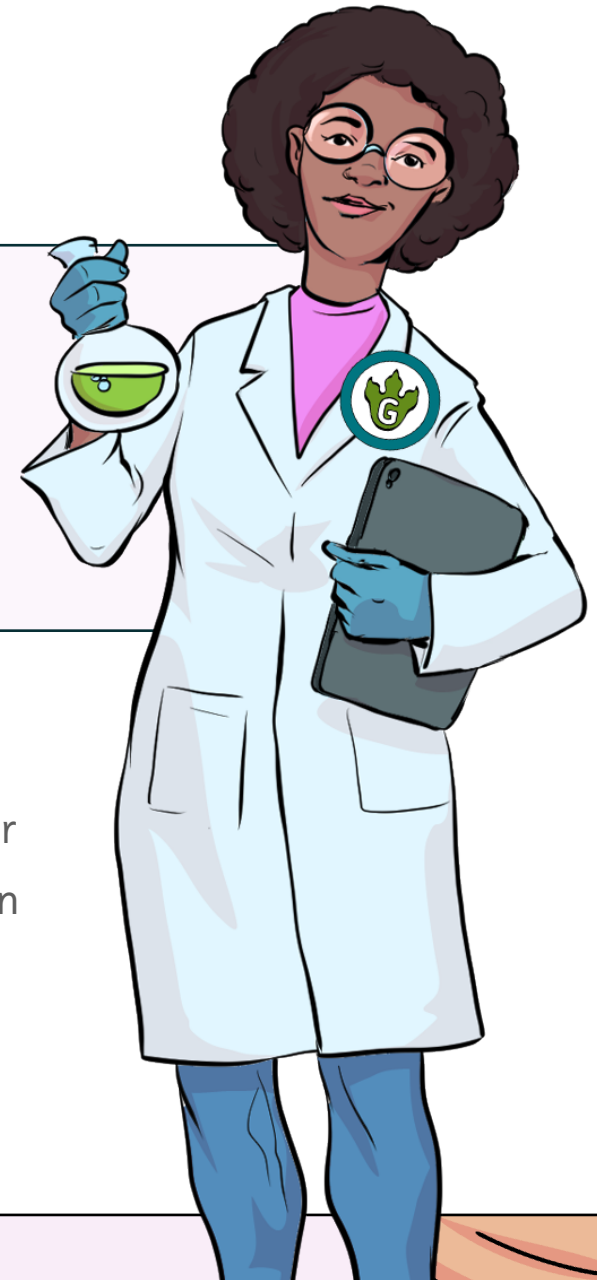
Children could use a diagram to identify the different bones and then roughly measure on their own body to compare.



Lesson 3

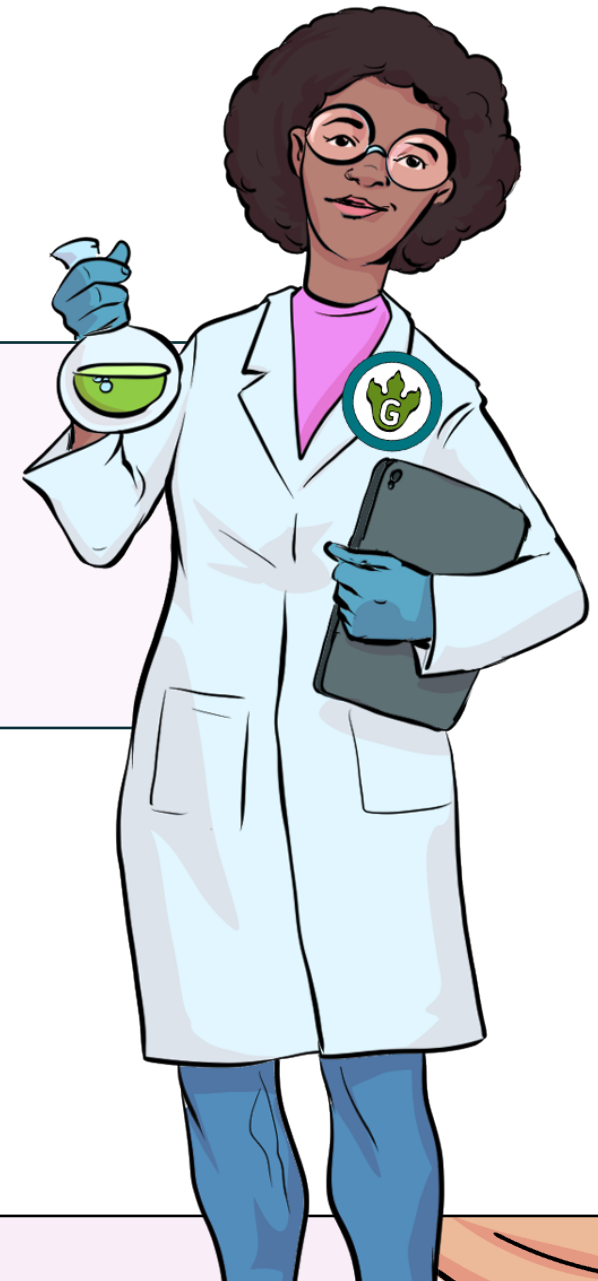
What do our muscles do?

Y3 NC Objectives: identify that humans and some other animals have skeletons and muscles for support, protection and movement.





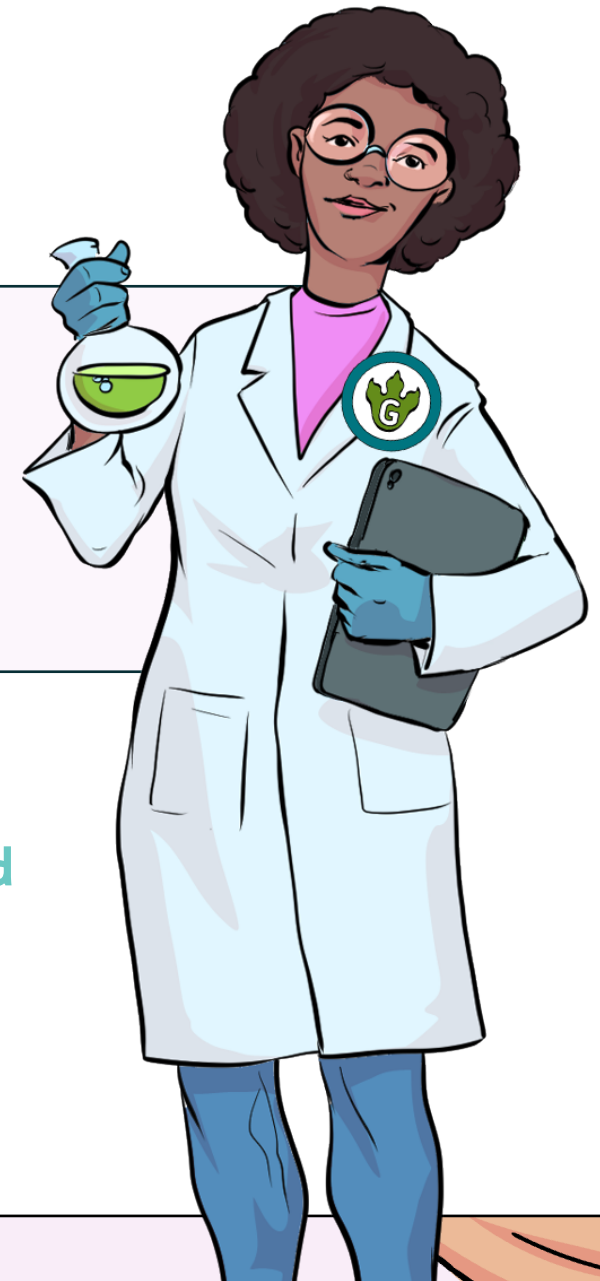
7. What do the muscles do?





7. What do the muscles do?

multiple answers - support, protect and help with movement, pump blood around the body, help you lift things



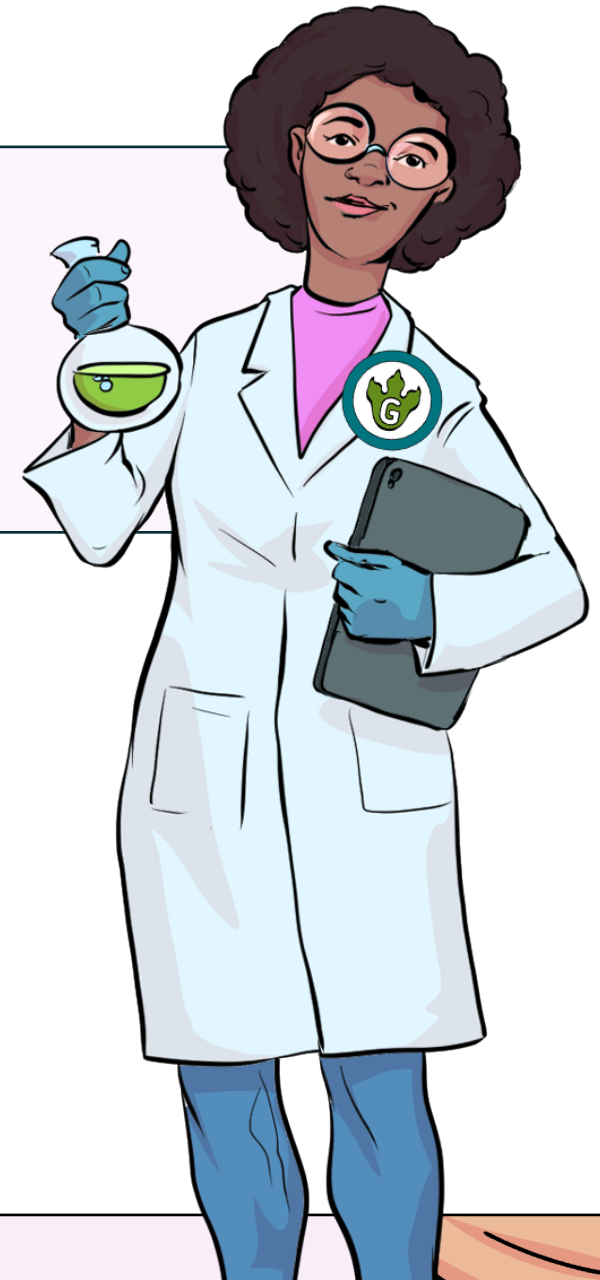
8. Which of these is an involuntary muscle?

muscles in our eyelids

heart

muscles in our arms

muscles in our legs



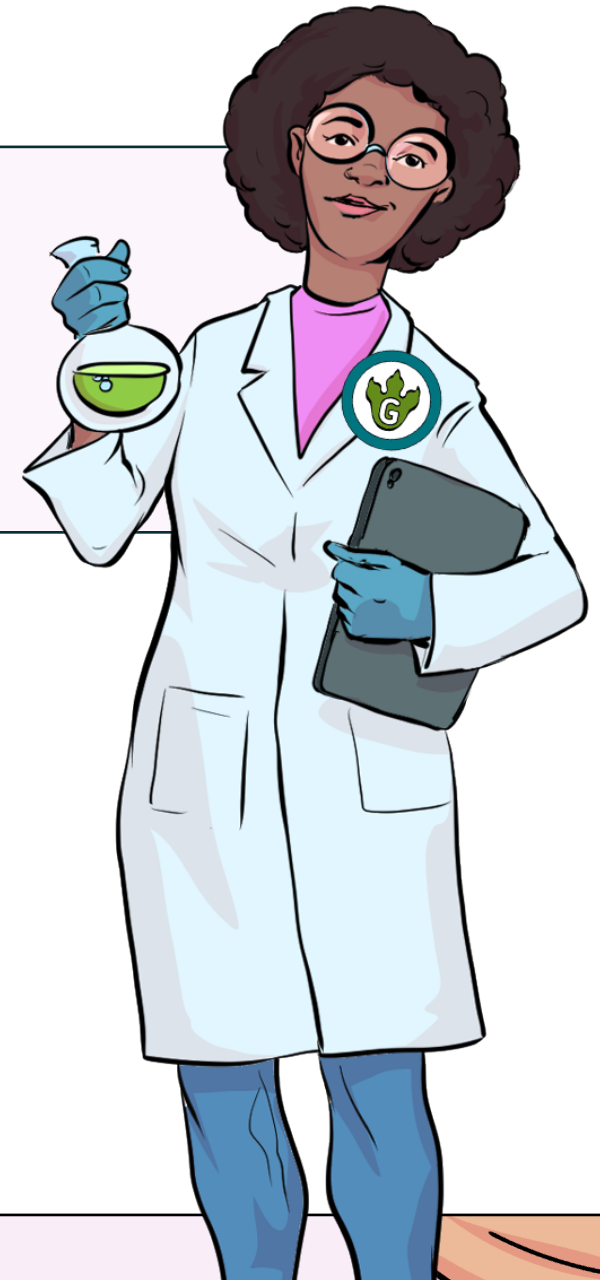
8. Which of these is an involuntary muscle?

muscles in our eyelids

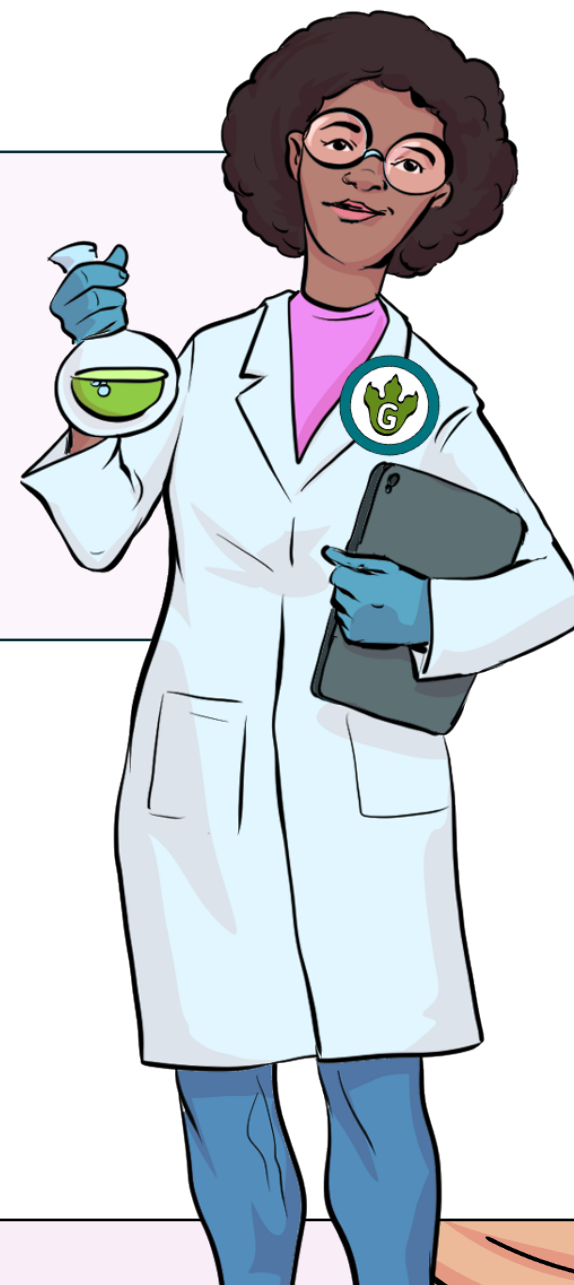
heart

muscles in our arms

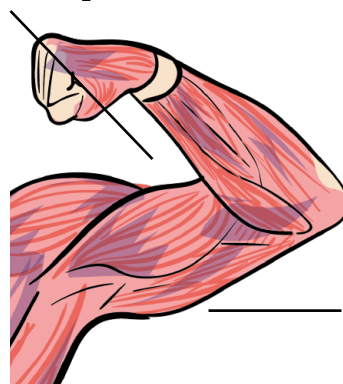
muscles in our legs



Which muscle is
contracting and
which is **relaxing**?



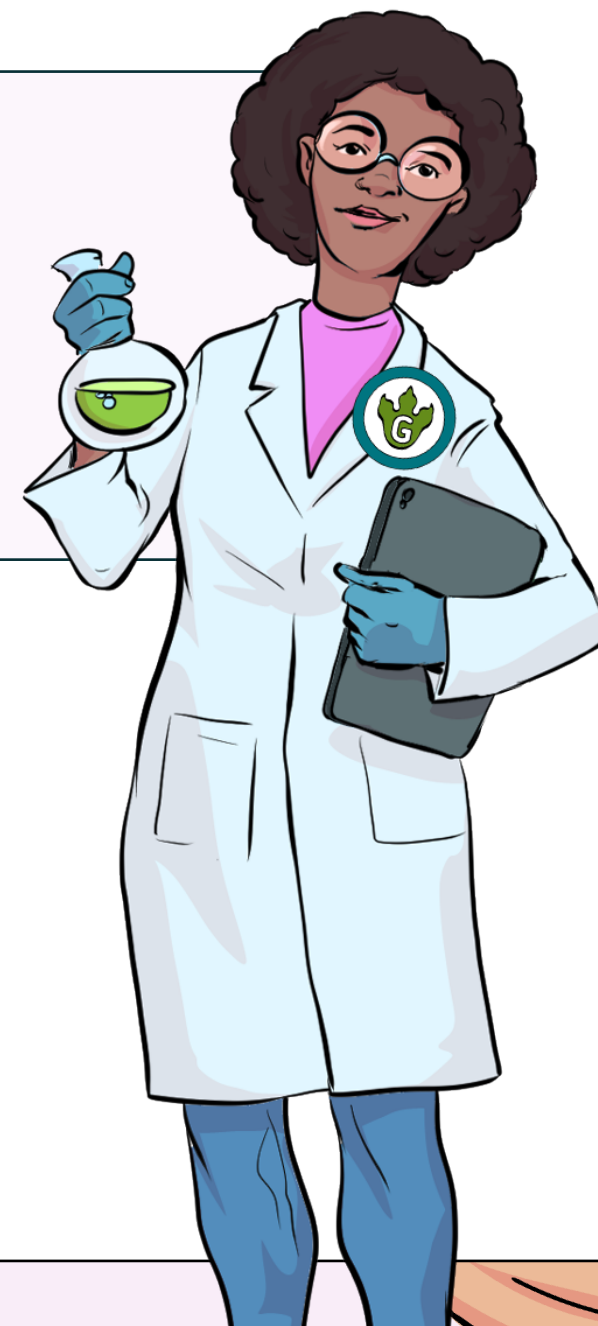
biceps



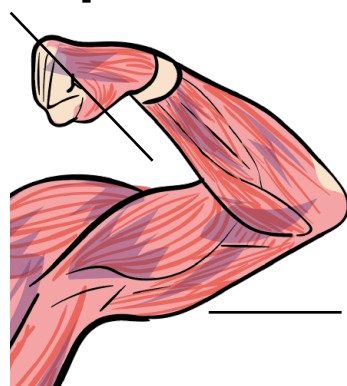
triceps



Which muscle is
contracting and
which is **relaxing**?



biceps



triceps

The **biceps** are
contracting and the
triceps are **relaxing**.

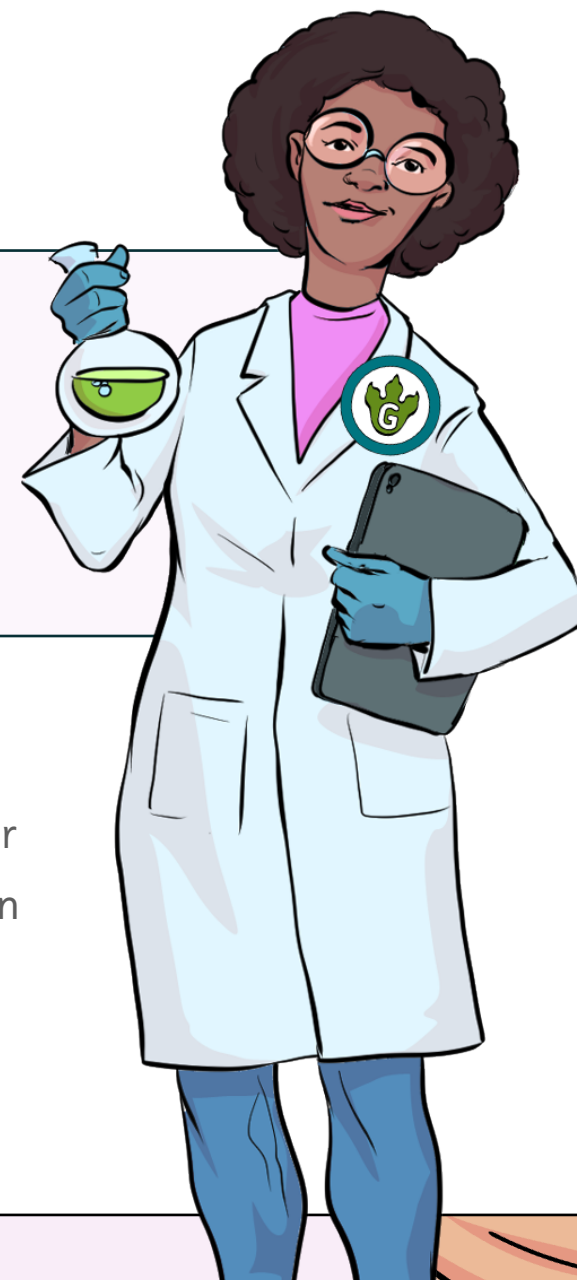


Lesson 4



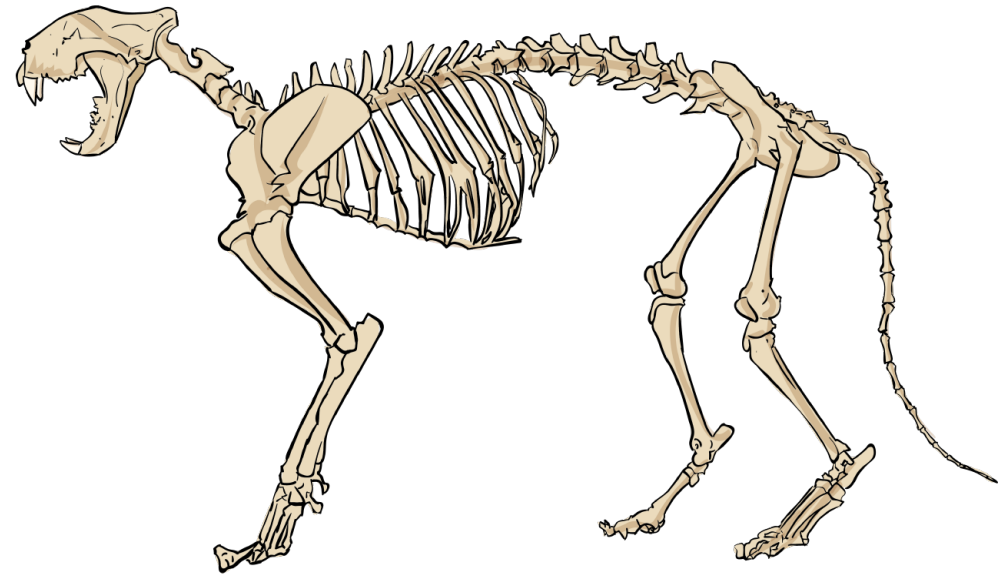
Do all animals have
the **same skeleton?**

Y3 NC Objectives: identify that humans and some other animals have skeletons and muscles for support, protection and movement.



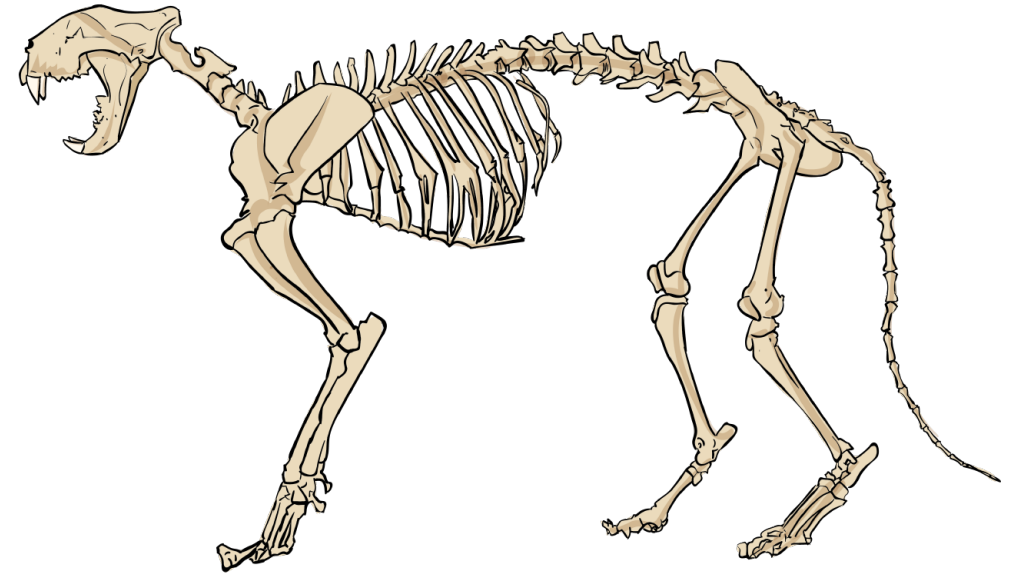


Is this animal
a vertebrate?
Explain why.





Is this animal
a vertebrate?
Explain why.

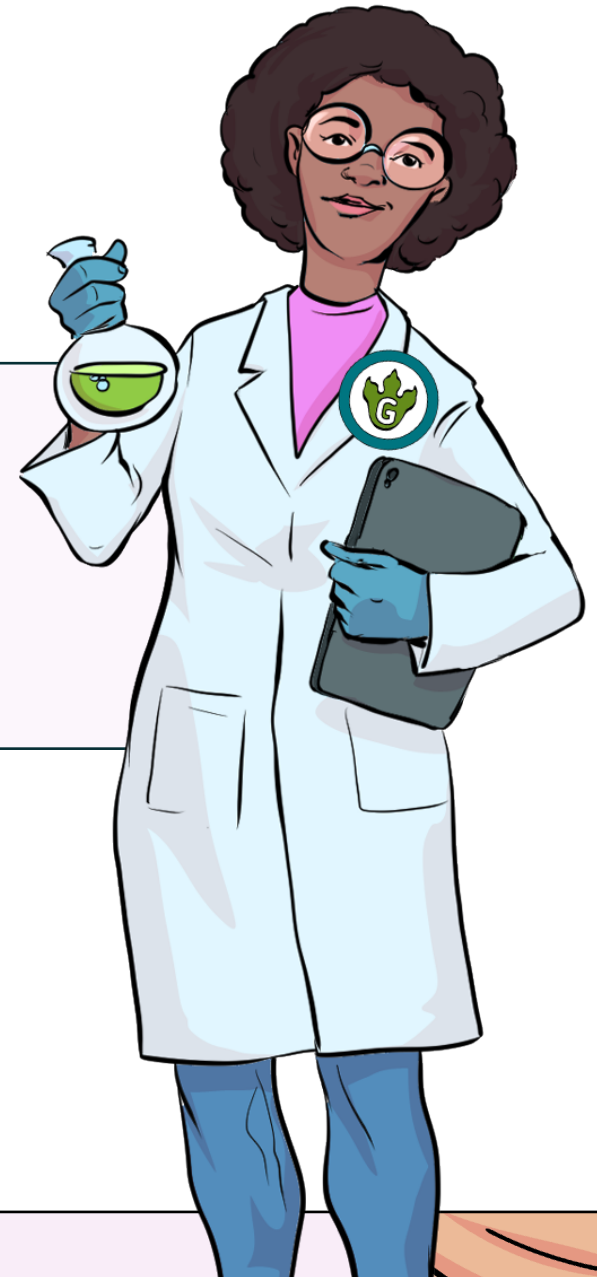


**This is a cat. It is a
vertebrate because it has a
spine or backbone.**





What is an **exoskeleton**?
Can you give an example of an
animal that has an exoskeleton?



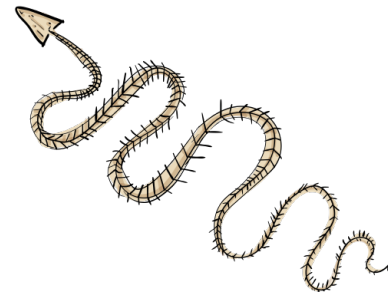
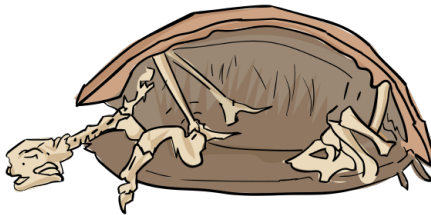
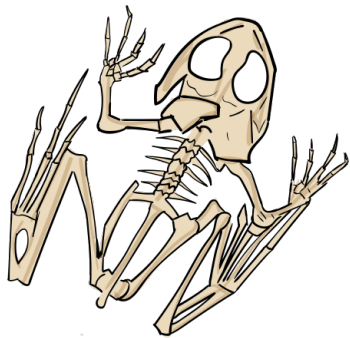


What is an **exoskeleton**?
Can you give an example of an animal that has an exoskeleton?

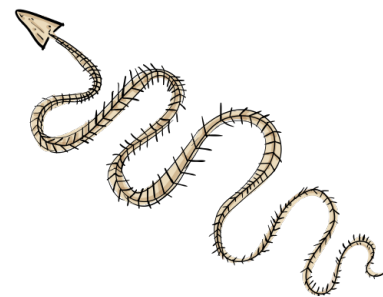
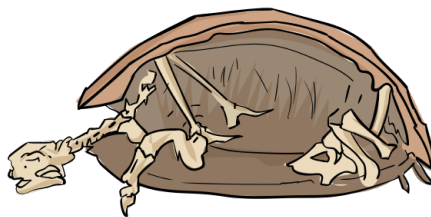
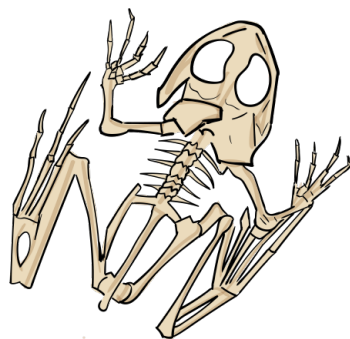
An exoskeleton is a hard outer casing that some animals have on the outside of their body that acts like a skeleton. Cockroaches and some spiders have an exoskeleton.



Can you name these animals?
Are they **vertebrates** or
invertebrates?



Can you name these animals?
Are they **vertebrates** or
invertebrates?



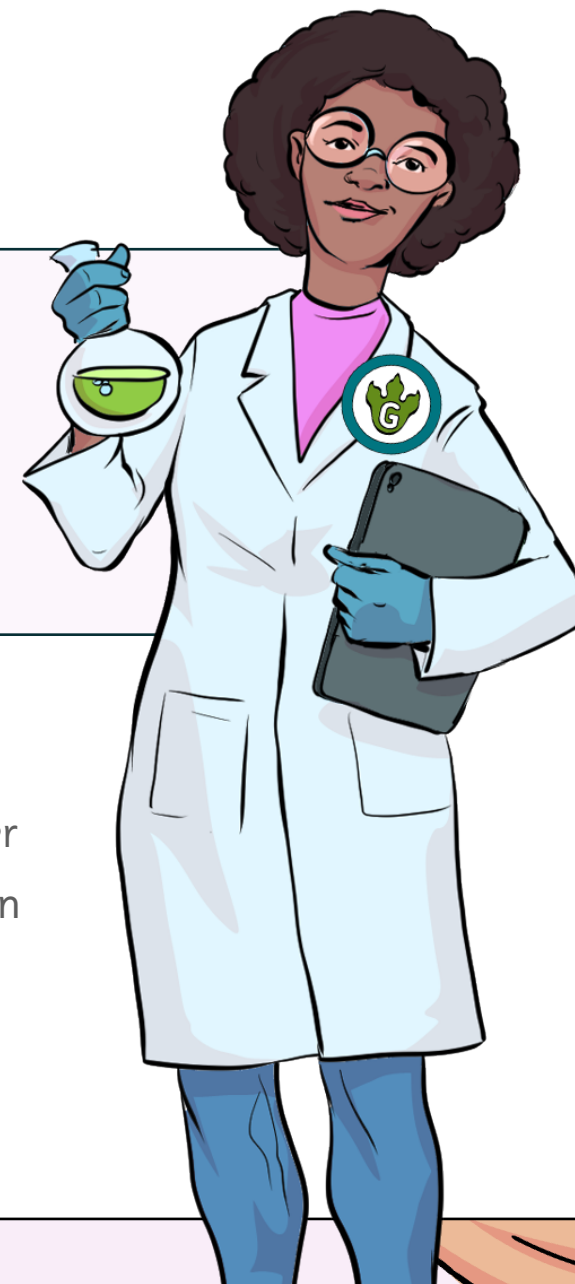
The animals shown are a frog, a tortoise
and a snake. They are all vertebrates
because they all have a spine or backbone.



Lesson 5

What types of
nutrition do we need?

Y3 NC Objectives: identify that humans and some other animals have skeletons and muscles for support, protection and movement.



Which labels are missing?



The Eatwell Plate

A guide to the right balance of five main food groups.

- ☐
- ☐ Carbs & Starches
- ☐
- ☐ Protein
- ☐ Sugars & Fats



Which labels are missing?



The Eatwell Plate

A guide to the right balance of five main food groups.



Fruit & Veg



Carbs & Starches



Dairy



Protein

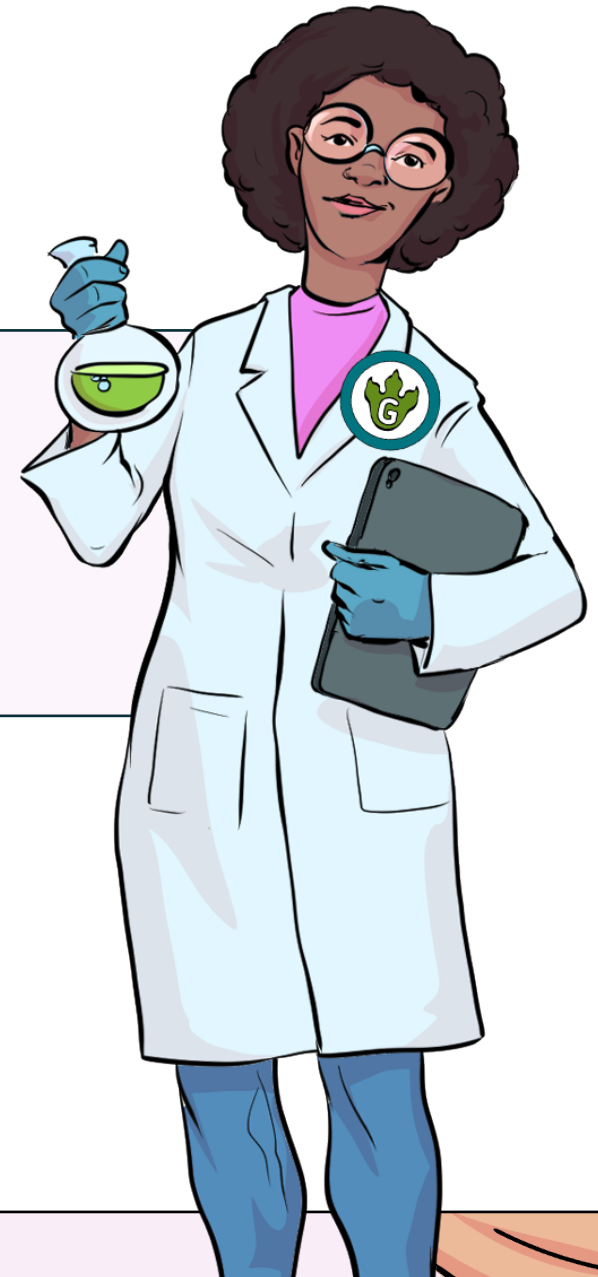


Sugars & Fats





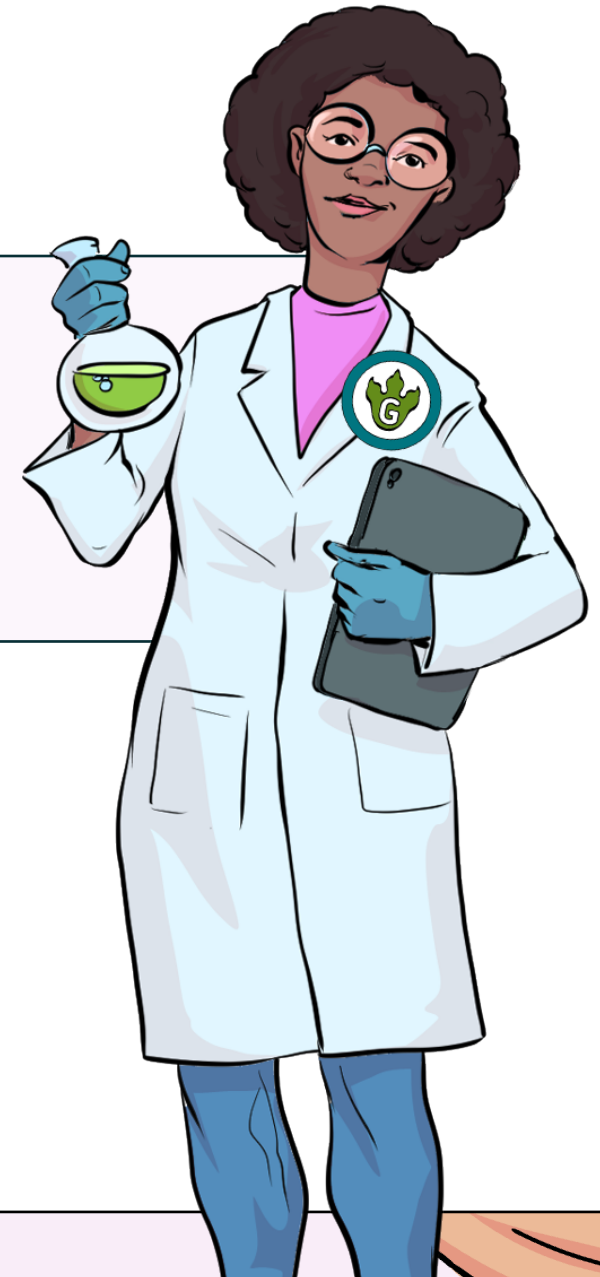
True or false?
It is important to eat a healthy
balanced diet.





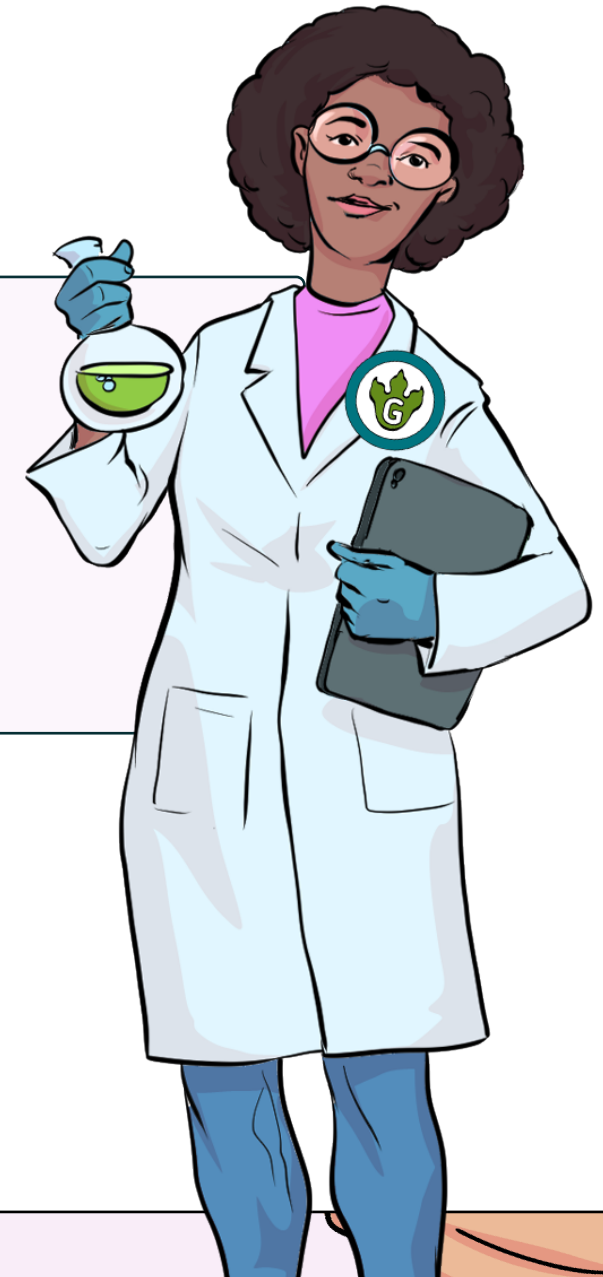
True or false?
It is important to eat a healthy
balanced diet.

true!





Name two types of
food which belong in the
dairy food group.



Name two types of
food which belong in the
dairy food group.

multiple answers – milk, yoghurt, cheese,
butter, cream, ice cream etc.

