

<p>Topic: Animals including humans</p>	<p>Year 3 Age 7-8</p>	<p>Title: Investigating the Human Skeleton</p>
<p>Working Scientifically Plan: Ask relevant questions and use different types of scientific enquiries to answer them</p>		<p>Conceptual Knowledge Context Identify that humans have skeletons and muscles for support, protection and movement</p>
<p>Assessment Focus</p> <ul style="list-style-type: none"> • Can children ask questions about the diversity of human skeletons? • Can children turn questions into a form that can be investigated? • Can children use their findings to make further predictions? 		
<p>Activity Ask children to suggest ideas about differences between human skeletons and help them to turn them into a form that can be investigated, e.g. Am I/Are you a square? (look at arm span versus height) Who has the longest arms? (Y3 or Y6?) Are adult heads bigger than children's heads? Do older children have bigger feet? Make predictions and develop enquiries to answer a range questions.</p> <p>Adapting the activity Support: model how to ask a relevant question, support directly with turning them into an investigable form. Ask later if outcome was what they expected or if it surprised them. Extension: ask children to choose questions and independently turn them into an investigable form. Use their results to identify trends and make further predictions. Other ideas: ask questions about animal skeletons.</p> <p>Key Questions</p> <ul style="list-style-type: none"> • What other questions could we ask that are a bit like this one? • How could you investigate your question? • Do you think we will find a difference between...? • What do you predict you will find out? • What changes do you think there might be to our skeletons between the age of 7 and 10? • What do you think will be the general trend in your results? 		
<p>Assessment Indicators</p> <p>Not yet met: Can ask questions about the human body, e.g. <i>How big are people's heads? I wonder who has got the biggest feet?</i></p> <p>Meeting: Can ask questions, and turn them into a form that can be investigated. Can say whether the outcome of the survey is what they expected, e.g. <i>I thought that Y6 children have bigger heads than Y4 children and they do.</i></p> <p>Exceeding: As 'meeting'. Use their findings to make a prediction and suggests further questions and investigations, e.g. <i>I found that taller people have wider arm spans so will they have wider hand spans?</i></p>		

This investigation can be for any age and can have a different Working Scientifically focus e.g. do across the school and look for progression.