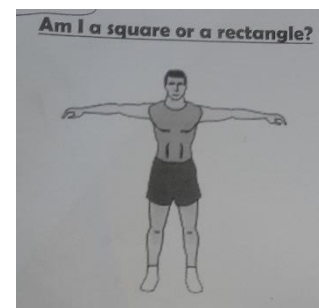


<p><b>Topic:</b> Animals including humans</p>	<p>Year 3 Age 7-8</p>	<p>Title: Investigating the human skeleton</p>
<p><b>Working Scientifically</b> <b>Plan:</b> Ask relevant questions and use different types of scientific enquiries to answer them</p>	<p><b>Concept Context</b> Identify that humans have skeletons and muscles for support, protection and movement</p>	
<p><b>Assessment Focus</b></p> <ul style="list-style-type: none"> <li>• Can children ask questions about the diversity of human skeletons?</li> <li>• Can children turn questions into a form that can be investigated?</li> </ul>		
<p><b>Activity</b> <i>Today we are going to be osteologists</i> Discuss differences between human skeletons, taking care when discussing differences between children in class. Consider which bones can be more easily measured e.g. skull, foot, part of arm/leg etc. Ask children to use these ideas to create a question to be investigated, e.g. <i>Are adult heads bigger than children's heads?</i> <i>Do taller children have longer arms/bigger feet etc?</i> <i>Am I/Are you a square? (look at arm span versus height)</i> Ask children to explain how they will answer their question. Support them to carry out their <b>pattern seeking enquiries</b> to answer their own questions.</p> <p><b>Adapting the activity</b> <b>Support:</b> Model how to ask relevant questions and support directly with turning them into an investigable form. Ask later if outcome was what they expected or if it surprised them. <b>Extension:</b> Ask children to independently turn questions into an investigable form. <b>Other ideas:</b> Ask questions about animal skeletons.</p> <p><b>Questions to support discussion</b></p> <ul style="list-style-type: none"> <li>• What other questions could we ask that are a bit like this one?</li> <li>• How could you investigate your question?</li> <li>• What will you be measuring?</li> <li>• What equipment will you need?</li> <li>• Do you think we will find a difference between...?</li> <li>• What do you predict you will find out?</li> <li>• What do you think will be the general trend in your results?</li> </ul>		
<p><b>Assessment Indicators</b> <b>Not yet met:</b> 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> Unable to relate the question to a suitable enquiry. <b>Meeting:</b> Can ask questions, and turn them into a form that can be investigated e.g. <i>Do Y6 children have bigger heads than Y4 children?</i> <b>Possible ways of going further:</b> Investigate more than one criteria e.g. Will taller people have wider arm spans and wider hand spans?</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.**  
Shared Understanding box 3 – progression. See TAPS pyramid for more examples.