Humans and animals

What learners will practise and reinforce

The activities in this Skills Builder unit give learners further practice in the following topics in the Learner’s Book and Activity Book:

<table>
<thead>
<tr>
<th>Topic</th>
<th>In this topic, learners will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Skeletons</td>
<td>identify animals with a skeleton and name parts of the human skeleton</td>
</tr>
<tr>
<td>1.2 The human skeleton</td>
<td>know that there are different types of bones in the human skeleton</td>
</tr>
<tr>
<td>1.3 Why do we need a skeleton?</td>
<td>see Challenge, Section 1.3</td>
</tr>
<tr>
<td>1.4 Skeletons and movement</td>
<td>show how muscles contract and relax to make us move</td>
</tr>
<tr>
<td>1.5 Drugs as medicines</td>
<td>see Challenge, Section 1.5</td>
</tr>
<tr>
<td>1.6 How medicines work</td>
<td>understand that medicines work by killing germs and identify safe ways to take medicines</td>
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</tbody>
</table>

Help your learner

In this unit, learners will practise collecting evidence in a variety of contexts (Section 1.6). To help them:

1. Show learners different medicines at home. Talk about what symptoms they treat and how to use them. This will help them to understand why, how and when we take medicines.

2. Make sure learners know they must never take medicine unless you or the doctor tell them to.

TEACHING TIP

Ask learners to look at this unit’s key words and concepts in the glossary. Learners will remember key words better if they say them aloud and use them in sentences.
1.1 Skeletons

Skeleton or no skeleton?

1 Look at the pictures. Put a tick (√) in the box next to the animals that have a skeleton. Put a cross (×) in the box next to the animals that do not have a skeleton.

- [ ] Snail
- [ ] Fish
- [ ] Cat
- [ ] Snake
- [ ] Rabbit

2 What are the bones in your head called?

________________________________________________________

3 What are the bones in your chest called?

________________________________________________________

4 What is the row of bones in your back called?

________________________________________________________

5 What is a single bone in your back called?

________________________________________________________

CHECK YOUR LEARNING

- [ ] I can identify animals that have a skeleton.
- [ ] I can name some of the bones in the human body.
1.2 The human skeleton

Name the bones of the skeleton

Look at the drawing of the human skeleton. Six of the bones do not have the right names.

1. Put a cross (×) next to the six incorrect names.
2. Complete the table. Write down the incorrect names in the first column. Then write the correct names in the second column.

<table>
<thead>
<tr>
<th>Incorrect names</th>
<th>Correct names</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

3. Use the words in the word box to complete the sentences about bones.

short  flat  long  irregular  bone  skeleton

We have a strong frame inside our bodies called a _______________.
This frame is made of _______________. The skull is made of
_______________ bones. We find _________________ bones in our arms and legs and _________________ bones in our fingers
and toes. The bones of the spine are _________________.

CHECK YOUR LEARNING

☐ I can name some of the bones of the human skeleton.
☐ I can identify different types of bones in the skeleton.
1.4 Skeletons and movement

Look and learn

Your skeleton supports your body. It gets bigger as you grow. Choose a bone that can be easily measured, such as your lower arm or your shin bone. Write down how long it is. Now measure the same bone on someone younger than you. Also measure the same bone on an adult. What is the difference in size? If you took the same measurements in a year’s time, how will they have changed on each person?

Explain the way that muscles work

1. Complete the sentences to explain the way the muscles in your arm work. Use each of the words in the box once.

| pairs | contracts | relaxes | shorter | longer |

When I lift a weight, the muscle at the front of my arm ________________ and gets ________________. The muscle at the back of my arm ________________ and gets ________________. This shows that muscles work in ________________.

Remember:

Muscles are needed for movement. Try lifting a weight such as book or school bag. Feel how the muscles in your arm change as your arm moves upwards.
2 Label the diagram to show what happens to your arm muscles when you lower your arm.

![Diagram of arm muscles with labels](image)

**Remember:**
The skeleton cannot move on its own. There are muscles attached to the bones of the skeleton. Muscles work by pulling on the bones they are joined to.

**CHECK YOUR LEARNING**
- I can explain the way muscles contract and relax to make the body move.
- I can show on a diagram how muscles work.
Describe the way different medicines work

Umar, Zara and Nor are at the clinic with their mother, Mrs Suppiah. The children have different symptoms. Umar has a bad cough. Zara has a sore throat. Little Nor has insect bites on her arms and legs which itch. She wants to scratch them all the time.

The children see Dr Tan. She examines each child. Then she prescribes a different medicine for each child.

That’s a nasty cough, Umar. This medicine will cure it. Take two of these cupfuls three times a day.

We need to kill the germs causing your sore throat, Zara. Take one of these pills with a glass of water twice a day – once after breakfast and once before you go to sleep at night.

Mum will rub this ointment on your bites to stop them itching. Try not to scratch them, Nor.

Make sure Zara takes her medicine for the whole five days, even if she feels better.
Answer these questions.

1. Draw lines linking each child with their symptoms.

<table>
<thead>
<tr>
<th>Umar</th>
<th>sore throat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zara</td>
<td>itchy skin</td>
</tr>
<tr>
<td>Nor</td>
<td>cough</td>
</tr>
</tbody>
</table>

2. Draw lines linking each symptom with the medicine that Dr Tan gives the child.

<table>
<thead>
<tr>
<th>sore throat</th>
<th>ointment</th>
</tr>
</thead>
<tbody>
<tr>
<td>itchy skin</td>
<td>cough medicine</td>
</tr>
<tr>
<td>cough</td>
<td>pills</td>
</tr>
</tbody>
</table>

3. How many times a day must Zara take her medicine?

   ____________________________

4. What advice does Dr Tan give Nor?

   ____________________________

   ____________________________

5. What advice does Dr Tan give Mrs Suppiah?

   ____________________________

   ____________________________
6 a Write down the name of one medicine you have taken.

b What illness did the medicine treat?

c How often did you take the medicine?

d Did the medicine cure your illness?

7 Think about it!
Ask an adult at home to show you some medicines. Write down their names. What illnesses do you think they treat? Read the labels and see how you must take the medicine.

CHECK YOUR LEARNING

I know that we take medicine to treat an illness.

I know that it is important to follow the instructions for taking medicine.