

Science – Year 2

Animals, including humans

Are the basic needs of all animals the same?

NC objectives - areas of study	End point of area of study	Vocabulary		
<ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults. find out about and describe the basic needs of animals, including humans, for survival (water, food and air). describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p>Name animals and their offspring, explaining how the offspring grow into adults. They can identify the different stages in the life of chickens, frogs, butterflies and stages in human development.</p> <p>They can describe how water, food and air, the basic needs of animals including humans are needed for survival. Pupils explain how humans need exercise and a healthy diet to stay healthy and well. They name the basic food groups and know that different amounts of each food are needed.</p>	Basic	Adventurous	Technical
		water, food, air, exercise, heartbeat, breathing, hygiene, germs, disease, food types (e.g. meat, fish, vegetables, bread, rice, pasta, dairy) living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, water, air, survive, survival (Y2 - Living things and their habitats)		offspring, reproduction, growth, baby, toddler, child, teenager, adult, old person, names of animals and their babies (e.g. chick/chicken, kitten/cat, caterpillar/butterfly), survive, survival,

Knowledge

Substantive Knowledge	Disciplinary Knowledge
<ul style="list-style-type: none"> Retrieval- from Year 1 children should already know the different diets of animals- herbivore, carnivore and omnivore. They should be able to identify the different groups of animals and what makes each one different, fish, mammals, reptiles, amphibians and birds. Lesson 1 To know the basic needs of animals. Food, water, air, survive Know that animals, including humans, need food, water and air to survive. What do Humans need to survive? If you were going on a trip to Mars, what would you need with you in order to survive? 	<p>Working as Biologists- consolidation of what working as a Biologist means- Why is what we have learned today important to our understanding of the study of the life of plants and animals?</p> <p>Developing the knowledge of work as a Doctor/dietician to help humans remain healthy through exercise and diet.</p> <p>Scientific concepts to explore through animals, including humans.</p>

- Children identify different animals and what their basic needs are. They can use prior knowledge of looking after pets to bring to this discussion along with knowledge from year 1 learning about the different dietary needs of animals.
- **Lesson 2**
- **To know the name of animals and their offspring.**
- **offspring, reproduction, growth, baby, toddler, child, teenager, adult, old person, names of animals and their babies (e.g. chick/chicken, kitten/cat, caterpillar/butterfly)**
- Name animals and their offspring, explaining how the offspring grow into adults. Match animals and their offspring. (cow, calf, cat, kitten, dog, puppy, pig, piglet, duck, duckling, lion, cub, butterfly, caterpillar, chick, chicken, ladybird, larvae).
- They can identify the different stages in the life of chickens, frogs, butterflies and stages in human development.
- Use of butterfly lifecycle kits for observation
- **Lesson 3**
- **To know the different food groups.**
- **food types (e.g. meat, fish, vegetables, bread, rice, pasta, dairy**
- Know the basic food groups: fruit and vegetables, carbohydrates, protein, dairy, fat and sugary foods
- Children are introduced to the different food groups and are able to name foods and the groups they belong to- food sorting pyramid of foods resource.
- **Lesson 4**
- **To know the importance of eating a balanced diet.**
- **food types (e.g. meat, fish, vegetables, bread, rice, pasta, dairy)**
- Know that more than half of our diet should be made up of carbohydrates, fruit and vegetables
- Know that fats and sugary foods should be eaten rarely and in small amounts
- Children name the different food groups, what their benefits are and how it is important for humans to eat a balanced diet to stay healthy.
- **Lesson 5**
- **To know the importance of exercise for humans.**

Similarities and differences

Children identify the offspring of animals including humans and match them, discussing similarities and differences of animals and their young as they grow. They describe the basic needs of animals for survival and compare these between animals.

Use of evidence- Pupils use first hand experiences and videos to observe how animals grow. They know what animals need to stay healthy including humans and the importance of exercise and nutrition for animals.

Cross curricular links to PSHE

- **exercise, heartbeat, breathing**
- Know that people need to exercise often to help their body stay strong and fit
- Lesson 6
- To know the importance of good hygiene for humans,
- **Hygiene, germs, disease**
- Know that keeping clean, including washing and brushing teeth, is an important part of staying healthy
- Retrieval of teeth cleaning in Reception- dental nurse visit to reinforce as needed

Concepts

Biology

Chemistry

Physics

SKILLS

1. Compare

2. Explore

3. Identify

4. **describe**

5. classify

6. **Question**

7. **observe**

8. test

9. record

10. research

ASSESSMENT

KNOW MORE, REMEMBER MORE, DO MORE...

In this unit of learning, progress has been made when a learner knows more. This 'distance travelled' from the starting point is evidenced through them remembering more and doing more: in books, low stakes quizzes, retrieval, use of mind maps, answering the big question and being able to feel more confident about this unit.