

Science Year 2 - Animals including humans

<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> • Know that animals, including humans, have offspring which grow into adults • Know the basic stages in a life cycle for animals, including humans. • Find out & describe basic needs of animals, including humans, for survival (water, food & air). • Describe importance for humans of exercise, eating the right amounts of different types of food, & hygiene. 	<p>Prior Objectives:</p> <ul style="list-style-type: none"> • Identify & name variety of common animals including fish, amphibians, reptiles, birds & mammals. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
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<p style="text-align: center;">Lesson 1</p> <p> Skill - Group</p> <p> Knowledge - Animals, including humans, have offspring.</p>	<p style="text-align: center;">Lesson 2</p> <p> Skill - Describe</p> <p> Knowledge - Humans are always growing and changing.</p>	<p style="text-align: center;">Lesson 3</p> <p> Skill - Name</p> <p> Knowledge - 3 basic needs for survival: water, food, air.</p>	<p style="text-align: center;">Lesson 4</p> <p> Skill - Group</p> <p> Knowledge - Humans need a balanced diet to stay healthy.</p>	<p style="text-align: center;">Lesson 5</p> <p> Skill - Investigate</p> <p> Knowledge - Exercise makes your muscles & bones stronger.</p>	<p style="text-align: center;">Lesson 6</p> <p> Skill - Name</p> <p> Knowledge - Germs can make us poorly.</p>
<p><u>WALT: Notice animals have offspring.</u></p> <p>WILF: -Name the offspring. -Identify the adult. -Identify the baby. -Match the pictures.</p> <p>Chn group toys/images of animals in different ways - e.g., big/small, furry/not furry, /etc. Plastic hoops on the floor.</p> <p>Chn take a look at the off springs of different mammals and amphibians.</p> <p>"A baby ____ is called a _____. _____ grow up into _____."</p> <p>Recording: Match together adult animals and their babies. Draw an animal of their choice as an adult and a baby.</p>	<p><u>WALT: Describe how humans change as they grow.</u></p> <p>WILF: -Name the different stages. -Describe the stages. -Discuss the differences in the stages.</p> <p>Discuss the differences between stages. E.g. What are the differences between toddlers and babies?</p> <p>What things might people do during these different stages? E.g. go to school, go to work. What do they look like?</p> <p>Recording: Order the stages in human life. Ask an older child to compete with some younger chn at different exercises.</p>	<p><u>WALT: Describe the needs of animals and humans.</u></p> <p>WILF: -Name 3 things we need to survive. -Name the needs of animals. -Explain what would happen if needs are not met.</p> <p>Chn make a list of what makes them happy. TPS - If you are going to a desert what 3 things would you take? What would you need to take if you were a cat? Or a fish? Misconception: needs + wants What do humans need to survive? Why do you need food? Why do you need water? Chn with pets can explain what they do to take care of them. What would happen if needs are not met? Recording: Chn mind map the needs of an animal.</p>	<p><u>WALT: Identify healthy and unhealthy food.</u></p> <p>WILF: -Sort food. -Say what is healthy about my diet. -Say what I could improve in my diet.</p> <p>Sort food into whichever groups and discuss.</p> <p>Introduce the 5 food groups & explain that scientists put food into these groups because they give your body different things that it needs. Chn to sort foods into the 5 groups. Introduce food pyramid to show we need different amounts from each group</p> <p>Recording: Make a plate of what they should eat a lot of & a little of.</p>	<p><u>WALT: Give reasons to exercise.</u></p> <p>WILF: -Explain importance of exercise -Find the pulse -Record information</p> <p>Why is exercise important for keeping healthy? Ask them to feel their heart whilst they are just sitting still and before exercise. Why do we need to warm up before exercising? Show them the one at room temperature and show them how it stretches without breaking. Then show them the elastic band that has been in the freezer. Chn to carousel around different physical activities. Measure pulse rates.</p> <p>Recording: Record in table.</p>	<p><u>WALT: Understand how to stay clean.</u></p> <p>WILF: -Name ways to keep clean. -Name reasons to keep yourself clean. -Make a poster.</p> <p>What different things do we need to do to stay clean? When do we need to wash our hands? What would happen if we did not do these things? As a class look at what would happen without a hygiene routine like; Brushing teeth, washing hands, washing clothes, having a shower.</p> <p>Recording: Draw pictures on a poster to show how to stay clean.</p>

Assessment: Use the vocabulary mat to assess the children's prior knowledge and use the mats again to assess what the children have learnt.

Key Vocabulary: Living, dead, never alive, habitats, food, leaf litter, shelter, sea shore, woodland, ocean, rainforest, conditions, desert, damp, shade, adult, baby, offspring, needs, healthy



living



dead



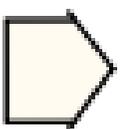
alive



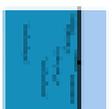
habitats



food



shelter



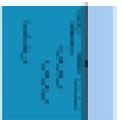
sea



shore



woodland



ocean



rainforest



conditions



desert



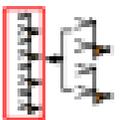
shade



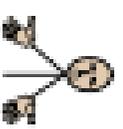
adult



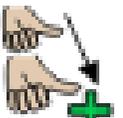
baby



offspring



needs



healthy



exercise



germs



hygiene



life cycle

