



Subject	Term	Unit
Science- Year 2	Spring	Animals including humans

Intent

At Hurst Hill, we nurture young scientists by fostering curiosity and developing strong scientific knowledge and enquiry skills. Children learn to investigate, observe and evaluate confidently, understanding how science shapes the past, present and future while building firm foundations for lifelong scientific learning.

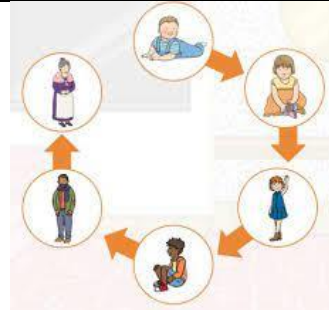
Prior knowledge	National Curriculum
<ul style="list-style-type: none"> • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense 	<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

What?	To identify what animals need to stay alive and how to keep animals, including humans healthy.
Why?	It is a life long skill to learn how to stay healthy. Children need to learn good habits now for the future.
How?	Through observation and measurement. Through discussion and collection of information.

Vocabulary

Offspring	The child of an animals
Adult	A person who is fully grown and non longer a child
Significant	Another word for important
Balanced	When something is equal
Diet	The food and water that humans and animals need
Survive	Continuing to exist and live
Exercise	A physical activity that keeps your body fit
Healthy	Helping to maintain a good health
Heartbeat	The pulsing of the heart
Nutrition	Food that is necessary for growth
Breathing	The process of taking air into and expelling it from the lungs

Objective	Learning
<p>NOTE: 2 lessons could be taught in one afternoon-teacher's discretion.</p> <p>Can I describe how humans grow into adults?</p>	<p style="text-align: center;">Observing over time</p> <p>Think about the human life cycle. Look at images of the teacher or from the pupils of their development over time. Ask the children to order the life cycle and name the different stages. Think about the growth that happens as they get older and make it clear that they grow taller until they are an adult.</p>

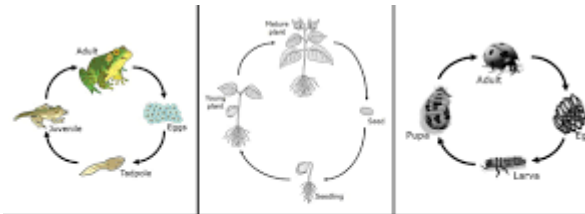


Can I describe how animals grow into adults?

Observing over time

Observe the changes of offspring and when they might occur. Look at videos of offspring growing into adults. Look outside for minibeast life cycles. Butterflies in the classroom.

Children to investigate and create life cycles. Look at which animals have offspring which are the same and ones which are different.



Life Cycles

Can I explain what animals including humans need to survive?

Pattern Seeking / Comparative Testing

Think about the basic needs of animals such as eating, drinking and breathing. They will consider how these needs vary between species, then explain the needs of various animals in their own words.

Have picture cards of items such as food, computers, books, toys, water. Ask the children to sort the items into things that animals need for survival and things which they don't.

Can investigate different food groups?

Identifying and classifying

Group the different types of food and explore why they are important. Show the children the major food groups and discuss what they are for. Match the food group to their property. Give the children different foods to sort into the different groups.



Can I identify what makes a balanced diet?

Comparative testing

Children explore food groups and meals. Plan and prepare your own balanced and unbalanced diet. Consider the differences and the impacts that would have on the body. Create a food plate for a balanced meal to share with others.



What impact does exercise have on our bodies?

Observing over time

Complete a simple exercise routine over a period of time and investigate how the exercise has impacted on our bodies. Ask the children to observe how they sweat, how their breathing changes, how their heart rate increases. We could measure how our heart rate changes after exercise. Talk to the children about why exercise is good for them.

Can I explain how we can have good hygiene?

Research

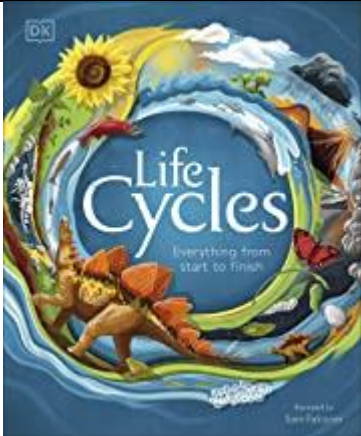
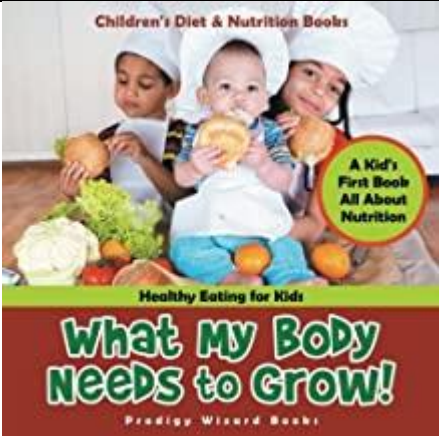
Explain to the children why we need to have good hygiene. Do the gel germ experiment where they all shake hands and pass the gel around. Ask them to think about all the ways which we need to keep clean. Complete a hand washing routine. When should we wash our hands? When should we brush our teeth. Ask the children to record as many ways of staying hygienic as possible- maybe posters or adverts for the TV.



Websites

https://www.outstandingscience.co.uk/index.php?action=view_page&page=view_unit&unit=2c
<https://www.bbc.co.uk/bitesize/topics/z6882hv/year/z7s22sg>

Recommended Reads



Golden Thread

Animals including humans