

Year 2 Biological Science: Animals Including Humans
 (Birth, Growth, and Changes in Animals)

Unit 2

<p>Scientific Investigations:</p> <ul style="list-style-type: none"> - Observing Changes over Time - Comparative and Fair Testing 	<p>Scientific Skills Applied:</p> <p>ASK</p> <ul style="list-style-type: none"> - To explore the world around them - To ask their own questions - To find answers from books, photographs, videos (secondary sources) <p>BREAKDOWN</p> <ul style="list-style-type: none"> - To carry out simple tests <p>CAPTURE</p> <ul style="list-style-type: none"> - To observe closely - To compare using simple features - To group things using simple features <p>DESCRIBE</p> <ul style="list-style-type: none"> - To explain what they found out - To talk about what they have seen - To use simple scientific language
<p>Scientists:</p> <ul style="list-style-type: none"> - Louis Pasteur - how germs spread. 	

Prior Learning:

- Identify and name a variety of common animals that are carnivores, herbivores, and omnivores. (Y1 - Animals, including humans)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 - Animals, including humans)

Curriculum	Learning Intention	Knowledge and Key Vocabulary
<p><u>Making links to learning and discuss the model (if needed)</u></p>	<p>What do you already know about animals including humans pre assessment task?</p>	

<p><u>Knowledge and skills through investigations</u> Pupils should be taught to:</p> <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>Notes and guidance (non-statutory):</p> <ul style="list-style-type: none"> - Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. - The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult. <p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> - observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions. 	<p>How are animals' offspring similar and different? Name, describe and compare the parents and offspring of the 5 key animal groups (fish, amphibians, reptiles, birds, and mammals) (Comparing)</p> <p>What 3 basic needs do animals need to stay alive? Explore what animals need to survive <i>food, air, water</i>. Explore that animals have other needs such as shelter and leisure time to learn new skills.</p> <p>How do humans change when they grow? Examine the human life cycle. Describe similarities and differences between humans at different ages. Compare the human life cycles to animal life cycles.</p> <p>What should animals eat to be healthy? Explore diet for a variety of animals. Looking closely at a human's diet, sort foods into different groups identifying those food groups which are healthier than others. (grouping)</p> <p>Should humans exercise and why? Explore the benefits of exercise.</p> <p>How can we stop illnesses spreading? Discuss the importance of hygiene and hand washing.</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> - To name the 5 key animal groups – birds, reptiles, mammals, humans, fish and compare their characteristics. - To know that animals reproduce and have offspring. - To name 10 animals and their offspring e.g., cow, calf. - To describe 2 ways animals, change as they grow e.g., some offspring look the same as the animal but are just smaller, some animals change tadpole-frog, some animals need their adult to care for them, others do not. - To name the 3 basic needs of an animal - food, air, and water. - To name 2 other needs animals have e.g., shelter, exercise. - To name 3 of the food groups and explain what they are (carbohydrates, protein, dairy, fruit and vegetables, fats). - To give 2 reasons why exercise is important e.g., keeps you fit, by increases heart rate and burning of energy. - To know how and why I should keep myself clean – listing hygiene as a reason, handwashing before meals, showering/bathing to stay clean daily. <p>Vocabulary:</p> <ul style="list-style-type: none"> - Offspring, reproduction, growth, child, young/old stages (examples - chick/hen, baby/child/adult, caterpillar/butterfly), life cycle, exercise, heartbeat, breathing, pulse hygiene, germs, disease, food types (examples – meat, fish, vegetables, bread, rice, pasta)
<p><u>Application and Assessment Activity</u></p>	<p>https://www.educationquizzes.com/ks1/science</p> <ol style="list-style-type: none"> 1. Animals human development 2. Animals – Babies 3. Animals- What do they need to live and grow? 	

Thinking Deeper:

Do humans have a tail? Research..... Although our primate ancestors had tails, humans and other apes do not. Our ancestors lost their tails in the course of evolution, as they adapted to life on the ground instead of in the trees.

Links to other subjects:

- Subject Specific links –
 - Maths: sorting activities and comparative language.
 - ICT: learning from activities and videos on IWB.
- Personal Development – health, growth, diet, and hygiene, developing relationships
- SMSC – caring for others, caring for animals
- Cultural Capital –respecting that people from different cultures may have different appearances
- Careers – dietitian, biologist, nutritionist, physio, sports coach, RSPCA, RSPCA zookeepers, animal carers, childcare providers
- British Values – mutual respect for others including elderly and young, animals. Rule of law – understanding who to treat and care for animals within the law.
- Equality – respect that children have different levels of fitness