

Science

Year 2 - Summer 1 – Animals, Including Humans

National Curriculum / End Point Statement					
<p><u>Animals, Including Humans</u></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) <p><u>Living Things and Their Habitats</u></p> <ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including microhabitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions 					
Lesson 1	Lesson 2	Lesson 3	Lesson 4 (TAPS)	Lesson 5	Lesson 6
Recap previous knowledge – Animals inc Humans (animals and offspring) and Living Things (habitats) WALT compare animals found in familiar and unfamiliar habitats	WALT observe how different animals grow	WALT identify how plants and animals are suited to their habitat (Desert)	WALT sort and identify differences between living, non-living and things that have never been alive.	WALT identify how plants and animals are suited to their habitat (Desert)	
In Focus - https://explorify.wellcome.ac.uk/en/activities/whats-going-on/nothing-lives-here-or-does-it	In Focus - https://explorify.wellcome.ac.uk/en/activities/odd-one-out/baby-animals	In Focus - https://explorify.wellcome.ac.uk/en/activities/zoom-in-zoom-out/creature-comforts	In Focus – Living/non-living, never alive items	In Focus - https://explorify.wellcome.ac.uk/en/activities/odd-one-out/mystery-markings	
Success Criteria					

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<p>I can explain what a habitat is I know the difference between living and non-living I know about human and animal offspring I can sort animals and plants into the correct habitat</p>	<p>I can explain what offspring animals have. I know what a life cycle is I can draw a lifecycle showing how an animals grows</p>	<p>I know what a habitat is I can describe a habitat I can tell you about the basic needs of an animals and a plant.</p>	<p>I can sort things into living, non-living and never alive I can explain why I have sorted them this way I can point out similarities and/or differences between the items.</p>	<p>I can tell you what a food chain is I can give you an example of a food chain found in a desert habitat</p>	
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Suggested Outcome

<p>Children could identify and sort animals and plants according to the habitat that they are found in (focus on UK woodland, ocean and desert)</p>	<p>Children match African animals to their offspring. Complete a lifecycle. Describe how they know the animal/offspring match and the changes that may/may not occur as the offspring grow.</p>	<p>Children can create and describe a Desert habitat. They could compare this to the habitats that they have learned about previously.</p>	<p>Children complete a focussed assessment task based on the Science unit they have been learning about.</p>	<p>Children can create a simple food chain based on African animals. https://www.childrensmuseum.org/media/uploads/Eco-Boys-and-Girls-Science-Bites-11-FoodChain.pdf</p>	
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Vocabulary	NC links
<p>Animals, Baby, Offspring, Butterfly , Pupa, Chrysalis , Egg , Caterpillar, Adult , Child , Teenager, Elderly, Toddler, Oxygen, Water, Food, Healthy, Balanced, Diet, Hygiene, Lifestyle, Human , Exercise</p> <p>Habitat, micro-habitat, food chain, source, environment, depend, conditions</p> <ul style="list-style-type: none"> EXAMPLES OF HABITATS (Seashore, woodland, rainforest, ocean, desert, 	<p>PSHE</p> <p>Geography (habitat – land, sea, sky)</p> <p>Year 2 Science – living things- food chains, plants</p>

Key Learning	
<p>Animals, including humans, have offspring which grow into adults. In humans and some animals, these offspring will be young, such as babies or kittens that grow into adults. In other animals, such as chickens or insects, there may be eggs laid that hatch to young or other stages which then grow to adults. The young of some animals do not look like their parents e.g. tadpoles.</p> <p>All animals, including humans, have the basic needs of feeding, drinking and breathing that must be satisfied in order to survive. To grow into healthy adults, they also need the right amounts and types of food and exercise.</p>	
Possible Evidence	Common Misconceptions
<ul style="list-style-type: none"> Can describe how animals, including humans, have offspring which grow into adults, using the appropriate names for the stages Can state the basic needs of animals, including humans, for survival 	<p>Some children may think:</p> <ul style="list-style-type: none"> an animal's habitat is like its 'home' all animals that live in the sea are fish

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<ul style="list-style-type: none"> • Can state the importance for humans of exercise, eating the right amounts of different types of food, and hygiene • Can name foods in each section of the Eatwell Guide • Can describe, including using diagrams, the life cycle of some animals, including humans, and their growth to adults e.g. by creating a life cycle book for a younger child • Can measure/observe how animals, including humans, grow. • Show what they know about looking after a baby/animal by creating a parenting/pet owners' guide • Explain how development and health might be affected by differing conditions and needs being met/not met 	<ul style="list-style-type: none"> • respiration is breathing • breathing is respiration.
Notable Scientists	
Steve Irwin Liz Bonnin Sir David Attenborough	
CPD opportunity	
https://www.reachoutcpd.com/courses/lower-primary/humans-and-other-animals/ https://www.reachoutcpd.com/courses/lower-primary/living-things/	

Useful Links
https://central.espresso.co.uk/espresso/primary_uk/subject/module/frontscreen/item1149557/grade1/index.html?source=subject-Science-KS1-Animals%2C%20including%20humans-Resource%20types https://www.bbc.co.uk/bitesize/topics/z6882hv

Animals, including humans

Early learning goal	<ul style="list-style-type: none"> • Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.
Year 1	<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.

Living things and their habitats

Early learning goal	<ul style="list-style-type: none"> • Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.
Year 1	<ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants) • Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants) • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals including humans) • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals including humans) • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 – Animals, including humans) • Observe changes across the four seasons. (Y1 - Seasonal change)