

# Animals Including Humans: Survival

<p><b>Aim</b>  <b>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</b>  <b>Use their observations and ideas to suggest answers to questions.</b>  <b>To research and describe what animals, including humans, need to survive.</b></p>	<p>It is estimated that this lesson will take approximately one and a half hours.</p> <p><b>90 mins</b>  <b>Approx.</b></p>
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<p><b>Success Criteria</b>  <b>I can explain what all animals need to survive.</b>  <b>I can research the answer to a question.</b>  <b>I can present the answer to a question clearly.</b></p>
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<p><b>Standard School Equipment</b>          Supervised access to laptops/tablets/computers for viewing the <b>eBook</b> if this is not printed          Any relevant non-fiction books</p>	<p><b>Preparation</b>  <b>Awesome Offspring to Healthy Adults eBook</b> on an electronic device or <b>Survival eBook Printout</b> – per child/pair  <b>Fact File Activity Sheets</b> - per child, differentiated  <b>Budgerigar Fact File</b> - *, as required  <b>Survival Word Mat</b> - as required  <b>Reasoning Cards: Survival</b> - as required</p>
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<p><b>Key Vocabulary</b>          Air, oxygen, breathe, water, food, <b>diet</b>, omnivore, herbivore, carnivore, care, survival, survive, budgerigar, chameleon, human, stick insect, reptile, bird, mammal.</p>
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<p><b>Prior Learning:</b> In year 1, children will have learnt that all animals have a specific diet and be familiar with the terms carnivore, omnivore and herbivore. In previous lessons, children will have learnt about animal life cycles.</p>
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## Learning Sequence

	<p><b>Remember It:</b> Children complete the activities on the <b>Lesson Presentation</b> to check their retention of the key scientific content of the first three lessons of this unit.</p>	<p><b>10 mins</b></p>
	<p><b>Survival:</b> Ask the question on the <b>Lesson Presentation</b>, 'What do all animals need to stay alive?'. Children identify the three basic things all animals need to survive (using the example of a dog). Discuss how some things are classed as basic needs to survive (air, water and food) and clarify that the other things are still important. Introduce the relevant section on the <b>Knowledge Organiser</b>. With a partner, children recap their knowledge of different animal dietary needs by discussing which animal matches which diet.</p> <p><b>Can children name the three basic needs for animals, including humans, to survive?</b></p>	<p><b>10 mins</b></p>
	<p><b>Please Look After My Pets!</b> Share the context of the activity with the class and work through the prompts on the <b>Lesson Presentation</b>. Ask the children how they might find out information about how to care for these animals. Look at p.27 to p.36 of the <b>Awesome Offspring to Healthy Adults eBook</b>. Draw attention to the fact that the needs of an animal change depending on the stage of its development.</p> <p><b>Can children discuss ways to find the answer to a question?</b></p>	<p><b>10 mins</b></p>

	<p><b>Finding Out the Facts:</b> Children use the information they have learnt about what animals need to survive and the <b>Fact File Activity Sheets</b> to produce a fact file about how to take care of either a chameleon, a budgerigar or a stick insect. Children can refer to the <b>eBook</b> (printed or on devices) and any relevant non-fiction books. A <b>Survival Word Mat</b> is also provided for support.</p> <p><b>Can children research the answer to a question?</b></p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="245 277 593 524"> <p> Children first read the <b>Budgerigar Fact File</b> with an adult. They can then create their own fact file about the needs of a budgerigar using the outline provided in the <b>Fact File Activity Sheets</b>.</p> </div> <div data-bbox="625 277 963 725"> <p> Children can create their own fact file about the needs of a budgerigar using the outline provided in the <b>Fact File Activity Sheets</b>.</p> <p>They could then move onto using the <b>eBook</b> and the three star blank template from the <b>Fact File Activity Sheets</b> to write about the needs of either a chameleon or a stick insect.</p> </div> <div data-bbox="995 277 1350 792"> <p> Children use the blank template in the <b>Fact File Activity Sheets</b> to create a fact file about their chosen animal.</p> <p>Encourage the children to include information about what the animal needs to survive.</p> <p>Children can use the <b>eBook</b>, any relevant non-fiction books and their own knowledge. You may wish to support children in carrying out their own research safely on the internet.</p> </div> </div>	
	<p><b>Pet Presentations:</b> Children present their fact files to each other in small groups and give positive feedback using the sentence starter prompts provided on the <b>Lesson Presentation</b>. Finally, discuss the review questions provided on the <b>Lesson Presentation</b> to summarise their findings.</p>	

### Explore it

**Questionit:** Invite a vet or animal handling expert to talk to the class about the needs of different animals in their care.

**Researchit:** Find out about how different animals survive in habitats around the world, such as deserts or rainforests.

### Reason it

Children discuss **Reasoning Cards: Survival**. Children justify how they would order the given things from 'most needed' to 'least needed'.

### Assessment

Science Knowledge	
<p><b>Working Towards the Expected Level</b></p> <p>Children can name the three basic needs of all animals to survive. With support, they can describe the specific needs of a given animal.</p>	Children:
<p><b>Working At the Expected Level</b></p> <p>Children can name the three basic needs of all animals to survive. They can describe the specific needs of a given animal.</p>	Children:
<p><b>Working At Greater Depth</b></p> <p>Children can name the three basic needs of all animals to survive. They can independently describe the specific needs of a given animal in detail.</p>	Children:

<b>Working Scientifically</b>	
<b>Working Towards the Expected Level</b>	Children:
With support, children use simple secondary sources to find answers and talk about their findings to an audience.	
<b>Working At the Expected Level</b>	Children:
Children use simple secondary sources to find answers and talk about their findings to an audience.	
<b>Working At Greater Depth</b>	Children:
Children use a range of secondary sources to find answers and confidently talk about their findings to an audience.	