

# Science

Animals Including Humans



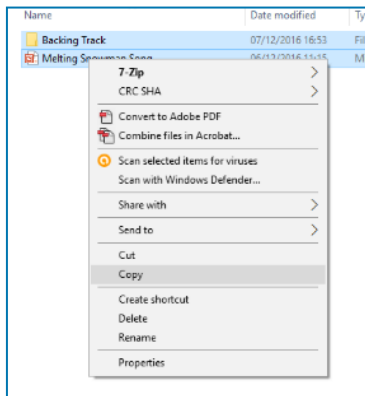
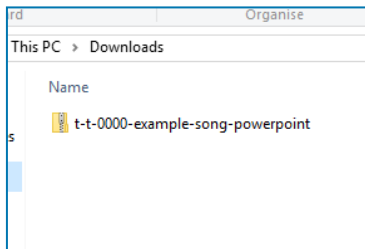
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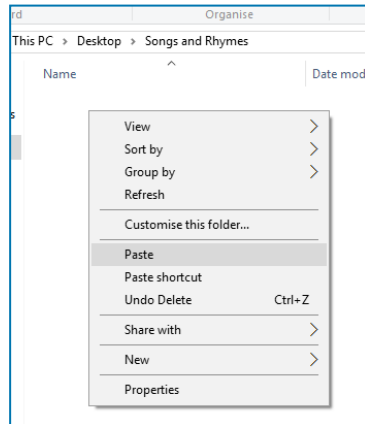
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# Guidance for Video/Audio in PowerPoints

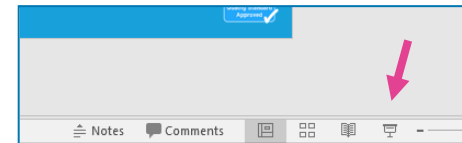
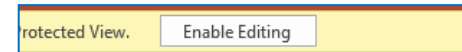
1. Open the folder and copy all the files.



2. Paste the copied files into a new folder.



3. Open the PowerPoint file, enable editing and enter presentation mode (start the slide show).



# Meet Quizby!

Can you spot me in the  
**Lesson Presentation?**

The questions that appear will help  
you to think about the key learning  
throughout the lesson.



# Life Cycles



# Aim

- To find out how animals change as they grow into adults.

# Success Criteria

- I can compare the life cycles of different animals.
- I can use non-fiction texts to find out information.
- I can name and order the stages of a life cycle.





# Remember It

In Lesson 1, we looked at different animal groups and their offspring.

**How much of this learning can you remember?**  
Play the 'What Am I?' game to find out!

**Can you guess which animal is hidden behind the squares?**  
Read each clue, guess the animal and click to reveal part of the picture. Try to guess before the whole picture is revealed!

**PLAY  
GAME**





We lay lots of eggs. Not all of them will grow into living offspring.

There is a film about one of my kind. A young male got lost and his dad had to find him.

I live in water.

Our eggs develop into larvae that do not look like their adult.

Females lay eggs called 'roe'.

**REVEAL ALL**





I am a mammal.

I give birth to live young.

My offspring look like me, only smaller.

My young are called 'cubs'.

We are mostly found in Africa and we are part of the Big Cat family.

**REVEAL ALL**







I am a reptile.

Females lay eggs on land.

We produce offspring that look like their adults.

Our offspring are called 'hatchlings'.

I am very slow and I have a hard shell on my back.

**REVEAL ALL**





I am an amphibian.

Females lay eggs known as 'spawn'.

Our eggs hatch into larvae known as 'tadpoles'.

The tadpoles grow legs and can move on land.

**REVEAL ALL**



I am a bird.

Females lay  
eggs in a nest.

Our young are  
called 'hatchlings'.

Our babies are grey  
and white when  
they are born and  
turn pink as they  
grow older.

**REVEAL ALL**





# What Am I?

Now it's your turn. Pick one of these animals but don't tell anyone which one you have chosen.

Think of two or three clues about this animal and its offspring.

Can the class guess which animal you are describing?



robin


dolphin



salamander



cat


# How Animals Change as They Grow Up




In this lesson, we will be looking at this Key Knowledge on the Knowledge Organiser. Click the magnifying glass to zoom in.


Animals Including Humans
Year 2

Key Vocabulary	
<b>adult</b>	A fully grown animal or plant.
<b>develop</b>	To grow bigger and become stronger.
<b>life cycle</b>	The changes living things go through to become an adult.
<b>offspring</b>	The child of an animal.
<b>young</b>	Offspring that has not reached adulthood.
<b>live young</b>	Offspring that has not hatched from an egg.

Some animals give birth to **live young**.




Some animals lay eggs which the **young** hatch from.



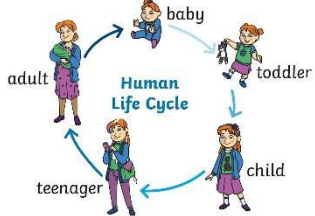
Both of these types of **young** then develop into **adults**.

Some **offspring** look like their **adult** when they are born.

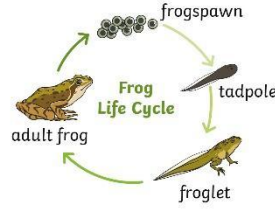


Some **offspring** do not look like their **adult** when they are born.





**Human Life Cycle**



**Frog Life Cycle**

All young animals change as they go through the different stages of their life cycle and grow into adults.





# How Animals Change as They Grow Up

Today, we are going to set up an exhibition.

## What is an exhibition?

An exhibition is a display of something of interest (such as artwork), usually held in a museum, art gallery or library.



Our classroom is going to become an exhibition!  
Your work for the display will explain the answer to this question:

**How do animals change as they develop?**

Let's start by looking at what you already know.





# Life Cycles

## What is a life cycle?

A life cycle is the sequence of changes that a living thing goes through as it grows into an adult.

Have you seen any pictures or information that show a life cycle?

Which words do you already know that are linked to a life cycle?

Can you explain what any of those words mean?

**Animals Including Humans**

Key Vocabulary	
<b>adult</b>	A fully grown animal or plant.
<b>develop</b>	To grow and become stronger.
<b>life cycle</b>	The changes living things go through to become an adult.
<b>offspring</b>	The child of an animal.
<b>reproduce</b>	When living things make a new living thing of the same kind.
<b>young</b>	Offspring that has not reached adulthood.
<b>live young</b>	Offspring that has not hatched from an egg.

All living things reproduce and have offspring.

Some animals give birth to **live young**. Their offspring normally look like them when they are born.

Some animals lay eggs. These develop into an **adult**. When these eggs hatch, some animals look like their adult, e.g. birds and reptiles.

Other animals have offspring which do not look like them, e.g. fish and amphibians.

The diagrams show the life cycles of a dog, a bird, and a frog. The dog cycle includes stages: adult, puppy, and baby. The bird cycle includes stages: adult, egg, chick, and fledgling. The frog cycle includes stages: adult, egg, tadpole, and froglet.



# Life Cycles



We are going to look at the life cycles of some different animals.

First we will be looking at the life cycle of a sheep. Can you use everything you have learnt so far to answer these questions with your partner?

1. Which animal group does a sheep belong to?
2. Does the female sheep produce live young or lay eggs?
3. What are baby sheep called?
4. Do the offspring look like the adult?
5. How do sheep change as they grow up?



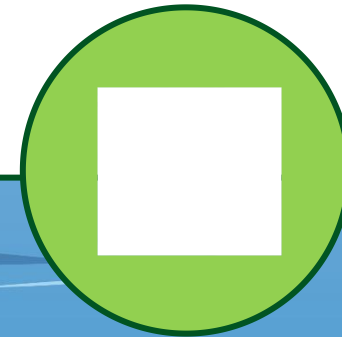


# Life Cycles



Can you answer these questions about the life cycle of a frog together?

1. Which animal group does a frog belong to?
2. Does the female frog produce live young or lay eggs?
3. What are the offspring of frogs called?
4. Do the offspring look like the adult frog?
5. How do frogs change as they grow up?

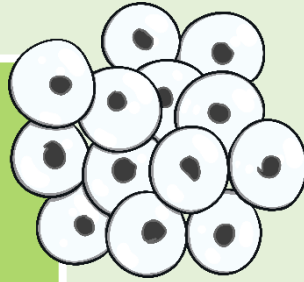




# Frog Life Cycle

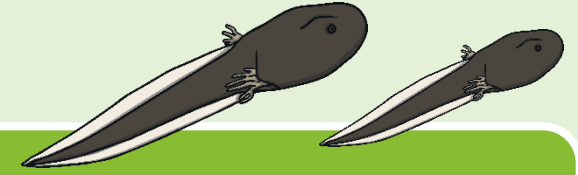
1

The female frog lays eggs, called 'frogspawn', in water. After one to three weeks, these eggs hatch into larvae. The larvae are called 'tadpoles' and do not look like the adult frog.



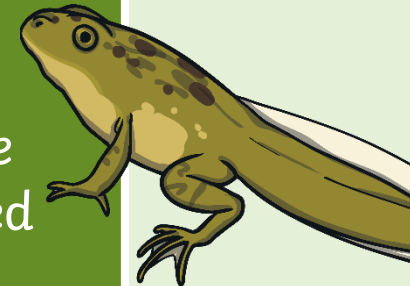
2

Tadpoles live in water. They spend their time swimming, eating and growing. It takes several weeks for frog tadpoles to fully develop, but some types of **amphibians** can take months to become adults.



3

The tadpoles start to grow their back legs and then their front legs. Their heads get bigger and their lungs develop which will allow them to breathe out of the water. They are now called 'froglets'.



4

Adult frogs can live on land and in water. They have no tail but their strong legs help them to swim and jump. Adult frogs are ready to have babies of their own.



# Comparing Life Cycles



**What can you remember about the life cycle of a sheep (a mammal) and frog (an amphibian)? What are the differences?**

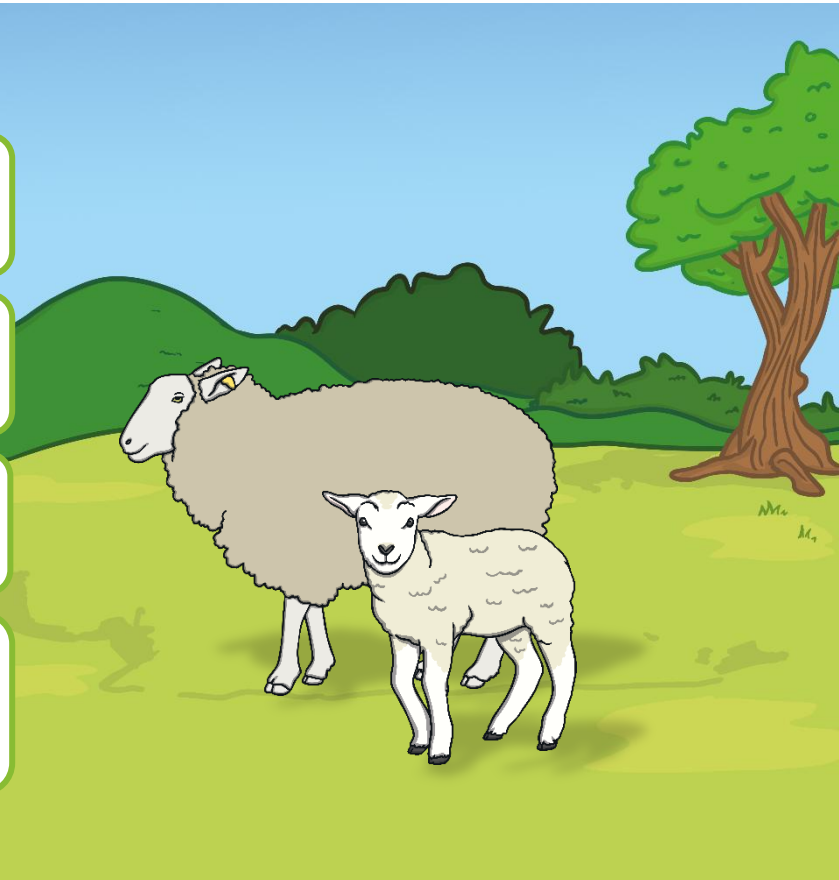
Think about:

**Do they have live young or lay eggs?**

**What are their young called?**

**Do the young look like their adult?**

**What changes do their young go through as they become an adult?**



# Comparing Life Cycles – Be Careful!



All young animals develop as they grow into an adult, **but only some change completely.**

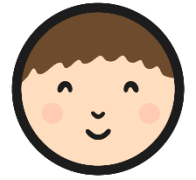
Some animals, such as sheep, are born looking like their adult. These animal offspring may change colour as they grow up.

However, some animals, such as frogs and butterflies, do not look like their adult when they are born and must go through a series of big changes to grow into an adult.

**metamorphosis**



# Create Your Own Life Cycle



How do animals change as they develop?

To answer this question, you are going to create your own life cycle of either a:

X What could we use to find out information about these life cycles?



duck

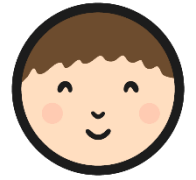

butterfly



human

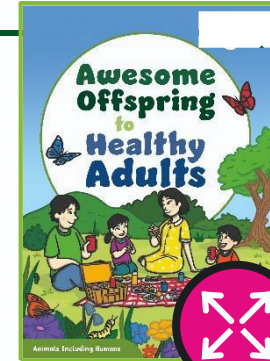

# Create Your Own Life Cycle



How do animals change as they develop?

You can find out more about life cycles in this section of the **eBook**.

Use this information to create your own life cycle diagram for our exhibition!



**Butterfly Life Cycle**

To find out how animals change as they grow into adults.

Draw a picture of each stage of the life cycle next to the correct number and label it. Write a sentence to describe each stage, using the **Life Cycle of a Butterfly Word Mat** to help you. Finally, add a fact that you have researched in the 'Did you know...?' box.

Life Cycle Of a Butterfly

1

2

3

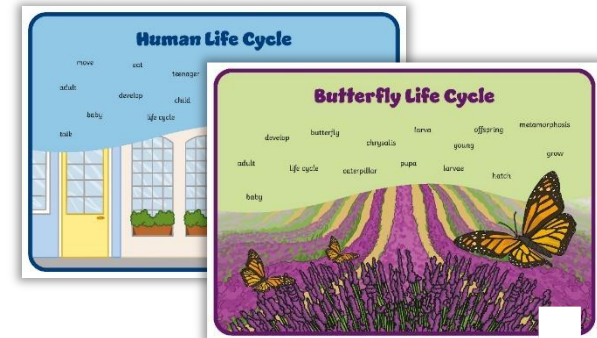
4

Did you know ?

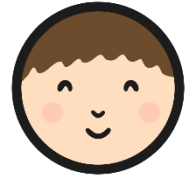
match up the missing words.

Of a Human

You can use the **Life Cycle Word Mats** to help you!



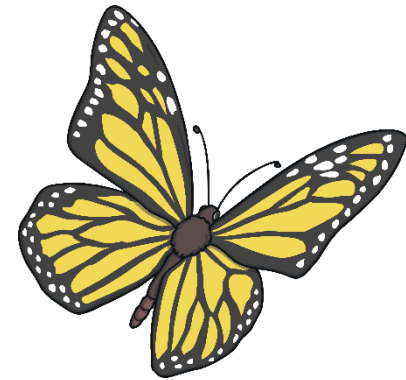
# Life Cycle Diagrams



Once you have finished your life cycle diagram, try comparing it with the life cycle of a different animal you've looked at today (sheep, frog, human, duck or butterfly).

To spot any **similarities** and **differences** think about:

1. Which animal groups are they from?
2. Do they have live young or lay eggs?
3. Do the young look like their adult?
4. What changes do the young go through as they become an adult?





# What Have You Found Out?



Talk to your partner about what you have learnt about the **life cycles** of these animals. Click each animal to reveal some key words to help you.

You can say "I learnt that..."



# Aim



- To find out how animals change as they grow into adults.

# Success Criteria

- I can compare the life cycles of different animals.
- I can use non-fiction texts to find out information.
- I can name and order the stages of a life cycle.





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# Animals Including Humans Scientific Knowledge

## Introduction

As part of the new framework, OFSTED inspectors will evaluate the extent to which “Teachers have a good knowledge of the subject(s) and courses they teach”. This guidance has been provided to help you develop a broader knowledge of the concepts in this area of science and not just of the content taught in year 2. This will help you to anticipate and answer questions the children may pose. Alongside this, we have also provided some examples of the possible misconceptions you may find the children have.

Lesson	Scientific Knowledge	Possible Child Misconceptions
<b>Lesson 1</b> Animal Offspring	<p>Animals that are viviparous give birth to live young. This is very common in mammals but also in other groups.</p> <p>Oviparous animals produce eggs that develop and hatch outside of the body. Examples include birds.</p> <p>Ovoviviparous animals produce eggs that hatch within the body. Examples include some fish and certain reptiles.</p> <p><b>Patterns within groups:</b></p> <p><b>Birds</b> All birds lay eggs.</p> <p><b>Amphibians</b> Most amphibians lay eggs but there are a few that do not in this group. For example, many caecilians (a wormlike and limbless amphibian) give birth to live young.</p> <p><b>Mammals</b> All mammals give birth to live young with the exception of monotremes (which includes the duck-billed platypus and echidnas) who lay eggs.</p> <p><b>Fish</b> Most fish lay eggs but some do give birth to live young. For example, different species of shark can be oviparous, ovoviviparous or viviparous. The hammerhead example given in this lesson is viviparous.</p> <p><b>Reptiles</b> Most reptiles lay eggs but some, such as some lizards and snakes, give birth to live young.</p>	<p>Animals quite often either do not seem to fit into their group or do not follow the patterns generally seen in their group. For example, dolphins and whales seem like fish but are actually mammals.</p> <p>Throughout the lessons and <a href="#">eBook</a> these irregularities are addressed (look out for the ‘Be Careful!’ slides in some <a href="#">Lesson Presentations</a> throughout the unit).</p> <p>Children should be encouraged to spot patterns within the different animal groups but should also be aware that biology doesn’t always follow these patterns and there are often exceptions.</p> <p>In this lesson, children sort animals into those offspring that do look like their adult when they are born and those that do not. Children may have the misconception that because an animal’s young is a different colour or size, they do look different to their adult. However, when looking closely they should see that they do look similar to the adult. The aim of this activity is to identify the young that look drastically different to their adults (such as tadpoles) and to form the basis for understanding processes such as metamorphosis.</p>

### Lesson 2 Life Cycles

This lesson examines how animal offspring grow into adults through the use of life cycle diagrams.

Metamorphosis describes the process in which there are major changes in the form or structure between the young and adult forms of an animal.

Metamorphosis is commonly found in the insect and amphibian groups but is also seen in some fish. Common examples of animals that undergo metamorphosis include frogs and butterflies.

We tend to call the pupa of a butterfly a 'chrysalis'.

See below (lesson 3) for further information about the human life cycle.

Children may assume that there is a sudden leap between each of the stages given in a life cycle diagram and nothing in between. Using the example of our own human life cycle is a good way to show how there are still changes in between each stage given.

Children can access the lesson content without using the term 'metamorphosis' (although this is used in the content and may be appropriate depending on your class) but should instead identify that some animals (such as frogs) have big changes across their life cycles.

The term 'cocoon' is often misused but may be one children have heard. It tends to be used when talking about the life cycle of moths. A cocoon is a silky protective covering that forms around the pupa of certain insects such as moths.

### Lesson 3

#### Growing Up

The stages in the human life cycle used in this lesson match those suggested in the non-statutory notes and guidance of the science national curriculum: baby, toddler, child, teenager and adult.

Pupils return to the human life cycle in year 5 where they will describe more stages and learn about adolescence and puberty.

Human growth can be separated into the following stages (some content here would not be appropriate for year 2 but is provided for your scientific knowledge):

- **Fertilisation:** The male and female sex cells fuse together.
- **Prenatal:** The cells develop and grow into a foetus inside the mother's uterus. After around nine months, the baby is born.
- **Infancy:** Rapid growth and development. Children may learn to walk and talk.
- **Childhood:** Children learn new skills and become more independent.
- **Adolescence:** The body starts to change over a few years. The changes occur to enable reproduction during adulthood.
- **Early adulthood:** The human body is at its peak of fitness and strength.
- **Middle adulthood:** Ability to reproduce decreases. There may be hair loss or hair may turn grey.
- **Late adulthood:** Leading a healthy lifestyle can help to slow down the decline in fitness and health which occurs during this stage.

This lesson focuses on different activities that humans can do at different stages in their life cycles. As people are all different and may do these activities at different times or not do them at all (including things like walking and talking), this lesson has been worded carefully to acknowledge this. This can also be addressed through further discussions with children. For example, some may think that everyone goes to university after school and it is important to discuss the fact that although many people do, there are also lots of other career paths and life choices that can be made at this stage.

Children may bring up elements of puberty in discussions (perhaps voice changes or changes in skin). However, puberty isn't referenced in the science curriculum until year 5 and the lesson does not cover this topic. Any comments regarding puberty from children should be handled in line with your school's policies on this topic.

### Lesson 4

#### Survival

All animals need oxygen (although the term 'oxygen' is used in this unit, it is not essential for covering the curriculum aims). Animals use this oxygen in their cells for a process called respiration (specifically aerobic respiration).

Respiration is a chemical reaction that provides energy for an organism. In aerobic respiration, energy is released from glucose (which comes from food) by reacting with oxygen.

Note that breathing and respiration are not the same thing. Breathing is generally described as the process of getting air in and out of the lungs. However, different animals have different ways of breathing that may not involve lungs. Fish have gills to remove oxygen from the water. The amphibian group can use multiple different ways of breathing including gills, lungs and breathing through their skin.

Water, food and air are essential for us to stay alive but through discussion children should also be made aware of other things that we do need beyond these three absolute essentials (for example, education, appropriate shelter and exercise).

A misconception about fish not needing air and water is addressed in the [Lesson Presentation](#).

**Lesson 5**  
Exercise

Information in this lesson is matched to NHS guidance on physical activity.

The NHS recommends that children and young people aged 5-18 should aim to do an average of at least 60 minutes of moderate intensity physical activity a day across the week.

Please see the NHS website for more detailed guidance on exercise requirements for children and young people aged 5-18 years, including the different types it should include.

See the [Awesome Offspring to Healthy Adults eBook](#) for detail on what happens to our bodies when we exercise.

Children may think that exercise (or physical activity) only involves team sports (like football) or organised activities (like PE lessons) but actually the NHS also recommends everyday activities such as walking to school and skipping with a rope.

**Lesson 6**  
Healthy Living

Information in this lesson matches the government and NHS Eatwell Guide guidance. Please see the NHS and government Eatwell Guide webpages for more detailed information on this.

Nutrients are substances that living things need to stay alive and healthy. Children learn more about specific nutrients in our year 3 'Animals Including Humans' unit. Briefly, each group does the following:

- **Carbohydrates:** provide energy
- **Protein:** helps growth and repair
- **Fibre:** helps us digest the food that we have eaten
- **Fats:** provide energy
- **Vitamins and minerals:** keep us healthy (for example: help us grow, keep our bones strong, boost the immune system)
- **Water:** moves nutrients around our bodies and helps us to get rid of waste.





Food can be a sensitive issue and the lessons and eBook are worded carefully to reflect this. Adapt discussions as needed for your specific class and see the Eatwell Guide information for more detail on the current government/NHS guidance.

# Animals Including Humans: Life Cycles








<p><b>Aim</b>  <b>Notice that animals, including humans, have offspring which grow into adults. Gathering and recording data to help in answering questions.</b>          To find out how animals change as they grow into adults.</p>		<p>Aim for this lesson to take one and a half hours.</p> <p><b>90 mins</b>          Approx.</p>
<p><b>Success Criteria</b>          I can compare the life cycles of different animals.          I can use non-fiction texts to find out information.          I can name and order the stages of a life cycle.</p>	<p><b>Preparation</b>  <b>Awesome Offspring to Healthy Adults eBook</b> on an electronic device or <b>Life Cycles eBook Printouts</b> – as required  <b>Life Cycle Templates</b> - as required (an A4 and A3 version is provided)  <b>Life Cycle of a Human/Duck/Butterfly Word Mat</b> – as required  <b>Reasoning Cards: Life Cycles</b> – as required  <b>Optional Knowledge Organiser</b> – per child</p>	
<p><b>Standard School Equipment</b>          Scissors          Large plain paper          Glue sticks          Supervised access to laptops/tablets/computers for viewing the eBook if this is not printed          Art materials (such as colouring pencils, pastels, paint or collage materials)</p>		
<p><b>Key Vocabulary</b>  <b>Adult, young, offspring, develop, life cycle, live young,</b> egg, metamorphosis, larva(e), pupa, chrysalis, baby, toddler, child, teenager, tadpole, froglet, duckling, hatchling.</p>		

**Prior Learning:** In Lesson 1, children matched young animals to their adults and then sorted them according to whether they look like their adult or not. They started to spot general patterns about adults and their offspring within the animal groups.

## Learning Sequence

	<p><b>Remember It:</b> Using the interactive game on the <b>Lesson Presentation</b>, recap knowledge and understanding from the previous lesson. Refer to the <b>Knowledge Organiser</b>.</p>	<b>10 mins</b>
	<p><b>How Animals Change as They Grow Up:</b> Introduce the relevant section of the <b>Knowledge Organiser</b> on the <b>Lesson Presentation</b>. Explain the context of the lesson – the children are going to open an exhibition (for the rest of the class or appropriate visitors) explaining how different animals change as they grow into adults.</p>	<b>5 mins</b>
	<p><b>Life Cycles:</b> Using the <b>Lesson Presentation</b>, discuss children's knowledge of a life cycle. Using the questions given, children share their initial ideas for the key parts of the sheep life cycle. They then check their ideas against the life cycle provided. Repeat this process for a frog life cycle (which also includes an animation to watch).</p> <p>Can children explain why it is called a life cycle? Using key vocabulary, can children describe the main stages of both a mammal life cycle and an amphibian life cycle?</p>	<b>15 mins</b>
	<p><b>Comparing Life Cycles:</b> Children compare the life cycles of frogs and sheep using the prompts on the <b>Lesson Presentation</b>. Reinforce that frogs are different to sheep (amphibians compared to mammals) because they go through a cycle of major changes. Ask children if they can think of any other animals that go through these changes. Can they remember the word for these changes (metamorphosis)?</p> <p>Can children say how a mammal life cycle and an amphibian life cycle are different using the correct vocabulary?</p>	<b>5 mins</b>



	<p><b>Create Your Own Life Cycle:</b> Using the <b>eBook</b> (or <b>Life Cycles eBook Printout</b>), children research the life cycles of humans, ducks or butterflies. They then make their own version of a life cycle using a template from the <b>Life Cycle Templates</b> or on plain paper. Encourage the use of art materials to make the life cycles visually interesting for the exhibition.</p> <p><b>Can children identify where we can get scientific information from, gather relevant facts and record the information in different ways? Can children name and order the stages of a life cycle?</b></p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="245 309 593 808">  <p>Children read p.19 - 22 of the <b>eBook</b> to research the human life cycle. They use the human life cycle template from the <b>Life Cycle Templates</b> to identify and order the key stages. Children could then orally explain each stage (which could be recorded and played at the 'exhibition') or write a sentence for each stage. A <b>Life Cycle of a Human Word Mat</b> is provided for support.</p> </div> <div data-bbox="625 309 973 835">  <p>Children read p.19 to p.24 of the <b>eBook</b> to research the life cycles of a human and a duck. They then use the duck template from the <b>Life Cycle Templates</b> to create a duck life cycle by filling in the key vocabulary and then ordering the stages. Children could then compare, as a group discussion, the life cycles of humans and ducks. A <b>Life Cycle of a Duck Word Mat</b> is provided for support.</p> </div> <div data-bbox="1005 309 1353 864">  <p>Children read p.19 to p.26 of the <b>eBook</b>. They then use the butterfly template from the <b>Life Cycle Templates</b> to create their life cycle. They could then use either the internet with adult support or class books to add a 'Did you know...?' section. Children could then compare, as a group discussion, the life cycles of a human, duck and butterfly. A <b>Life Cycle of a Butterfly Word Mat</b> is provided for support.</p> </div> </div>	
	<p><b>What Have You Found Out?</b> Children use the key words on the <b>Lesson Presentation</b> to explain to their partner what they have learnt about each animal's life cycle.</p>	

**Explore it**  
**Exhibit it:** Children set the classroom up as an exhibition all about life cycles. They can look at each other's work and appropriate guests could be invited.  
**Observe it:** You may wish to purchase a caterpillar to butterfly growing kit to keep in the classroom. Children could make predictions for how long it will take for the butterfly to emerge and make observations, using a hand lens to draw the growth at different stages.

**Reason it**  
 Children discuss **Reasoning Cards: Life Cycles**. Children compare the life cycles of a human, duck and frog.

**Assessment**

<b>Science Knowledge</b>	
<b>Working Towards the Expected Level</b> Children can name and order the main life cycle stages of at least one animal. With support, they can describe the features of each stage.	Children:
<b>Working At the Expected Level</b> Children can describe the main stages of at least two different animal life cycles. They start to compare these life cycles.	Children:
<b>Working At Greater Depth</b> Children can describe the main stages of at least three different animal life cycles. They can suggest multiple similarities or differences when comparing these life cycles.	Children:

<b>Working Scientifically</b>	
<b>Working Towards the Expected Level</b> Children can, with help, use simple secondary sources to find answers to a question.	Children:
<b>Working At the Expected Level</b> Children can use simple secondary sources to find answers to a question.	Children:
<b>Working At Greater Depth</b> Children can use a range of simple secondary sources to find answers to a question.	Children:

Aim: To find out how animals change as they grow into adults.				Date:					
				Delivered By:			Support:		
Success Criteria	Me	Friend	Teacher	T	PPA	S	I	AL	GP
I can compare the life cycles of different animals.				Notes/Evidence					
I can use non-fiction texts to find out information.									
I can name and order the stages of a life cycle.									
Next Steps									
<ul style="list-style-type: none"> <li>_____</li> <li>_____</li> </ul>									

<b>T</b>	Teacher	<b>I</b>	Independent
<b>PPA</b>	Planning, Preparation and Assessment	<b>AL</b>	Adult Led
<b>S</b>	Supply	<b>GP</b>	Guided Practice

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