

Animals Including Humans

Science | Year 2 | Planning Overview

Introduction

In this unit, Animals Including Humans, children will begin by looking at animal young and comparing them to their adults. They will look at how animals change as they grow up and be introduced to the life cycles of several varied common animals, including humans. They look in detail at how humans change as they grow older, drawing on their own observations. Children are introduced to the three basic needs of animals for survival (water, food and air). They will apply this knowledge, alongside research from secondary sources, to suggest ways to look after pets. The unit ends with children looking at healthy lifestyles, including the importance of exercise, healthy eating and hygiene. These healthy living lessons develop 'working scientifically' skills through investigating the impact of exercise on our bodies and how handwashing is essential for good hygiene.

Health & Safety

Children should be reminded about safe use of scissors.

When carrying out the exercise practical activity in lesson 5, ensure that children are wearing suitable clothing and take note of the information below:

We hope you find the information on our website and resource useful. The description of any physical activity contained within this resource is intended as a general guide only. It may not fit your specific situation. You should not rely on the resource to be right for your situation. It is your responsibility to decide whether to carry out the activity at all and, if you do, to ensure that the activity is safe for those participating. You are responsible for carrying out proper risk assessments on the activities and for providing appropriate supervision. We are not responsible for the health and safety of your group or environment so, insofar as it is possible under the law, we cannot accept liability for any loss suffered by anyone undertaking any activity or activities referred to or described in this resource. It is also your responsibility to ensure that those participating in the activity are fit enough to do so and that you or the organisation you are organising it for has the relevant insurance to carry out the physical activity. If you are unsure in any way, we recommend that you take guidance from a suitably qualified professional.

Please be aware of any skin conditions that children in your class have when undertaking the handwashing practical in lesson 6. Remind children to work carefully with the glitter and avoid getting it near or in their eyes or mouths.

Information in this unit is based on current NHS and government advice (at the time of writing). This resource is provided for informational and educational purposes only. It is intended to offer general information and should never be taken as medical advice. As medical information is situation-specific and can change, we do not warrant that the information provided is correct. You and your students should not rely on the material included within this resource and we do not accept any responsibility if you or your students do. It is up to you to contact a suitably qualified health professional if you are concerned about your health and it is up to you to advise your students to contact a suitably qualified health professional if they are concerned about their health.

Home Learning

Exercise Diary

In this task, children record the exercise they do across a week.

Create an Animal

In this task, children design a new animal in its young and adult forms.

Interests and Talents/ Broader Development

Children can explore how animals change as they grow through a visit to a suitable animal park or from an animal specialist that could be invited into school. Children who participate in different sports or forms of exercise could give short presentations on them.

Assessment Statements

By the end of this unit...

Working Towards the Expected Level:

Scientific Knowledge

- Children can identify and match some animal offspring and their adult forms. With support, they can describe how the adults have their young.
- 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.
- With support, children can identify some ways that humans grow and develop through each life cycle stage.
- Children can name the three basic needs of all animals to survive. With support, they can describe the specific needs of a given animal.
- Children can notice what happens when we do exercise and, with support, talk about the importance of exercise for the human body.
- With support, children can identify some foods according to the basic food groups. They can start to explain how to be hygienic.

Working Scientifically

- Children can sort and classify objects (animals) into simple groups with support. With guidance, they start to use scientific language to talk about their findings.
- Children can, with help, use simple secondary sources to find answers to a question.
- With support, children can ask simple scientific questions and start to use scientific language to answer them.
- With support, children can use simple secondary sources to find answers and talk about their findings to an audience.
- With support, children can carry out simple practical tests and use their observations and ideas to suggest answers to questions.
- With support, children can carry out simple practical tests, make careful observations and draw simple conclusions.

Working At the Expected Level:

Scientific Knowledge

- Children can identify and match several animal offspring and their adult forms. They can describe the main characteristics of the offspring found in different animal groups.
- Children can describe the main stages of at least two different animal life cycles. They start to compare these life cycles.
- Children can identify several ways that humans grow and develop through each life cycle stage.
- Children can name the three basic needs of all animals to survive. They can describe the specific needs of a given animal.
- Children can describe the effects of exercise and begin to explain the importance of exercise for the human body.
- Children can identify several foods according to the basic food groups and can talk about the importance of a balanced diet. They can explain how to be hygienic and why this is important.

Working Scientifically

- Children can sort and classify objects (animals) into simple groups. They use scientific language to talk about their findings. They start, with support, to notice patterns and relationships between the groups.
- Children can use simple secondary sources to find answers to a question.
- Children can ask simple scientific questions and use scientific language to answer them.
- Children use simple secondary sources to find answers and talk about their findings to an audience.
- Children can carry out simple practical tests and use their observations and ideas to suggest answers to questions.
- Children can carry out simple practical tests, make careful observations and draw simple conclusions.

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Working At Greater Depth:

Scientific Knowledge

- Children can identify and match a wide range of animal offspring and their adult forms. They can describe, in detail, the key characteristics of the offspring found in different animal groups.
- 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 can independently identify multiple ways that humans grow and develop through each life cycle stage.
- 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.
- Children can confidently describe the effects of exercise and explain the importance of exercise for the human body.
- Children can identify a range of foods according to the basic food groups and can talk about the importance of a balanced diet. They can confidently explain how to be hygienic and why this is important.

Working Scientifically

- Children can sort and classify objects (animals) into simple groups. They confidently use scientific language to talk about their findings. They can independently notice patterns and relationships between the groups.
- Children can use a range of simple secondary sources to find answers to a question.
- Children can confidently ask simple scientific questions and use a wide range of scientific language to answer them.
- Children use a range of secondary sources to find answers and confidently talk about their findings to an audience.
- Children can carry out simple practical tests and explain the reasons for results. They can use their observations and ideas to suggest more complex answers to questions.
- Children can independently carry out simple practical tests, make careful observations and draw simple conclusions.

Lesson Breakdown

1. Animal Offspring

Notice that animals, including humans, have offspring which grow into adults. Identifying and classifying.

To match, sort and group young animals and their adults.

Standard School Equipment:

- Glue sticks
- Scissors
- Sticky notes

2. Life Cycles

Notice that animals, including humans, have offspring which grow into adults. Gathering and recording data to help in answering questions.

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

Standard School Equipment:

- 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)

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3. Growing Up

Notice that animals, including humans, have offspring which grow into adults.

Asking simple questions. Using their observations and ideas to suggest answers to questions.

To compare the stages of the human life cycle.

Standard School Equipment:

- Pencils
- Scissors
- Glue sticks
- Whiteboards and pens

4. Survival

Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).

Use their observations and ideas to suggest answers to questions.

To research and describe what animals, including humans, need to survive.

Standard School Equipment:

- Supervised access to laptops/ tablets/computers for viewing the eBook if this is not printed
- Any relevant non-fiction books

5. Exercise

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Perform simple tests.

To test the effects of exercise on the human body.

Standard School Equipment:

- Scissors
- Glue sticks
- Writing equipment
- Flipchart paper
- Stopwatch/timer if completing 'Making Observations' out of the classroom

6. Healthy Living

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Perform simple tests.

Observe closely, using simple equipment.

To investigate the importance of healthy eating and hygiene.

Standard School Equipment:

- Scissors and glue sticks
- Ensure that children have easy access to soap, water and paper towels for the 'Removing Germs Investigation' section of this lesson.
- Large sheets of scrap paper/ newspaper

Resources That May Need Purchasing:

- Glitter (biodegradable glitter is available, or you may wish to make an alternative) - a very small amount (no more than ¼ teaspoon per pair needed) prepared in small containers
- Paper towels