

Animals Including Humans: Survival

<p>Aim 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.</p>	<p>It is estimated that this lesson will take approximately one and a half hours.</p> <p>90 mins Approx.</p>
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<p>Success Criteria I can explain what all animals need to survive. I can research the answer to a question. I can present the answer to a question clearly.</p>

<p>Standard School Equipment Supervised access to laptops/tablets/computers for viewing the eBook if this is not printed Any relevant non-fiction books</p>	<p>Preparation Awesome Offspring to Healthy Adults eBook on an electronic device or Survival eBook Printout – per child/pair Fact File Activity Sheets - per child, differentiated Budgerigar Fact File - *, as required Survival Word Mat - as required Reasoning Cards: Survival - as required</p>
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<p>Key Vocabulary Air, oxygen, breathe, water, food, diet, omnivore, herbivore, carnivore, care, survival, survive, budgerigar, chameleon, human, stick insect, reptile, bird, mammal.</p>

<p>Prior Learning: 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>

Learning Sequence

	<p>Remember It: Children complete the activities on the Lesson Presentation to check their retention of the key scientific content of the first three lessons of this unit.</p>	<p>10 mins</p>
	<p>Survival: Ask the question on the Lesson Presentation, '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 Knowledge Organiser. With a partner, children recap their knowledge of different animal dietary needs by discussing which animal matches which diet.</p> <p>Can children name the three basic needs for animals, including humans, to survive?</p>	<p>10 mins</p>
	<p>Please Look After My Pets! Share the context of the activity with the class and work through the prompts on the Lesson Presentation. 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 Awesome Offspring to Healthy Adults eBook. Draw attention to the fact that the needs of an animal change depending on the stage of its development.</p> <p>Can children discuss ways to find the answer to a question?</p>	<p>10 mins</p>

	<p>Finding Out the Facts: Children use the information they have learnt about what animals need to survive and the Fact File Activity Sheets 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 eBook (printed or on devices) and any relevant non-fiction books. A Survival Word Mat is also provided for support.</p> <p>Can children research the answer to a question?</p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="245 277 596 524"> <p> Children first read the Budgerigar Fact File with an adult. They can then create their own fact file about the needs of a budgerigar using the outline provided in the Fact File Activity Sheets.</p> </div> <div data-bbox="628 277 963 725"> <p> Children can create their own fact file about the needs of a budgerigar using the outline provided in the Fact File Activity Sheets.</p> <p>They could then move onto using the eBook and the three star blank template from the Fact File Activity Sheets to write about the needs of either a chameleon or a stick insect.</p> </div> <div data-bbox="995 277 1347 792"> <p> Children use the blank template in the Fact File Activity Sheets 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 eBook, 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>Pet Presentations: Children present their fact files to each other in small groups and give positive feedback using the sentence starter prompts provided on the Lesson Presentation. Finally, discuss the review questions provided on the Lesson Presentation 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>Working Towards the Expected Level</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>Working At the Expected Level</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>Working At Greater Depth</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:

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