Year Group: 2 Term: Summer
Animals including Humans

National Curriculum objectives

S1.1q Notice that animals, including humans, have offspring which grow into adults.

S1.1r Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).

S1.2h Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Specific substantive knowledge—what we want learners to know in this year group?

- Animals, including humans, have offspring which grow into adults.
- Human offspring go through different stages as they grow to become adults. These include baby, toddler, child, teenager, adult and elderly. Some animals also go through a similar life cycle.
- 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.
- All animals, including humans, have the basic needs of feeding, drinking and breathing that must be satisfied in order to survive.
- Humans and animals have some differences regarding survival - animals may not need to exercise or be hygienic in the same way as humans
- To grow into healthy adults, they also need the right amounts and types of food and exercise.

What prior knowledge is this building upon? What should they focus on to build to age related? (Use with knowledge ladder)

- Animals vary in many ways having different structures e.g. wings, tails, ears etc. They also have different skin coverings e.g. scales, feathers, hair. These key features can be used to identify them.
- Animals eat certain things - some eat other animals, some eat plants, some eat both plants and animals.
- Different animal groups have some common body parts, such as eyes and a mouth, and some different body parts, such as fins or wings.

Key questions for AFL:

- *Why do animals and humans need water to survive?*
- *Why do animals and humans need air to survive?*
- *Why do animals and humans need food to survive?*
- *How do animals grow? Where do baby animals / baby humans come from?*
- *What is a life cycle?*

Where is this learning progressing to? (Use with knowledge ladder)

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. (Y3 - Animals, including humans)
- Food chains show what animals eat within a habitat and how energy is passed on over time. (Year 4—Animals inc Humans)
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Y5 - Living things and their habitats)
- Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats)
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. (Y6 - Animals, including humans)

Common misconceptions

Some children may think:

- an animal's habitat is like its 'home'
- all animals that live in the sea are fish
- respiration is breathing
- breathing is respiration.

Learners should be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

Working scientifically focuses

S1.1a Ask simple questions and recognise that they can be answered in different ways

S1.1c Identify and classify

S1.1d Use their observations and ideas to suggest answers to questions

What types of enquiry will we be undertaking?
Observation over time, identification and classification

Process for enquiry or investigation

- Observe animals growing over a period of time e.g. chicks, caterpillars, tadpole / frog, a baby so that children can recognises changes and stages of a life cycle as observed. Use photos / videos and real life experiences to look at each stage of the life cycle, asking learners to categorise which stage the animal might be in.
- Identify different food groups / types that are needed to keep healthy as part of a balanced diet. Using real life products, sort these into appropriate food groups
- Use modelling to demonstrate how germs spread (practical demonstration over enquiry) using glitter / pepper and hand washing. Observe what happens over the period of learners touching each other and surfaces to show how germs spread.

How does it help learners develop their knowledge?

Children can use their knowledge of animals changing / growing to locate the stage of the life cycle. It is important to do this across more than one type of animal so that children can recognise that not all animal life cycles are the same.
Practical sorting of food groups and experiences of glitter as germs is important for experiential learning and exposure to tricky concepts (poverty proofing)

Key Vocabulary

Offspring, reproduction, growth, baby, toddler, child, teenager, adult, old person, names of animals and their babies (e.g. chick/hen, kitten/cat, caterpillar/butterfly), survive, survival, water food, air, exercise, heartbeat, breathing, hygiene, germs, disease, food types (e.g. meat, fish, vegetables, bread, rice, pasta, dairy)
Question, identify, name, recognise, label, group, classify, sort, observe, suggest, research, answer, information