Enriching lives every day; enabling our school community to learn, achieve and flourish through living 'life in all its fullness'

Diversity

Subject: Science

Year group: 2

Term: Spring

Unit name: Animals including humans

Strand: Biology

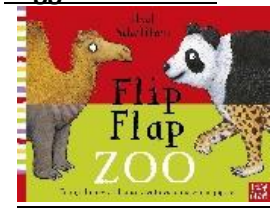
Prior Knowledge - There are five types of vertebrates (mammals, fish, reptiles, amphibians, birds). Vertebrates are animals that have a backbone. Some animals are suitable to be kept as pets but others are not. Some animals give birth to live young but others lay eggs. Doctors and nurses give us medicine when we are poorly.

Key Vocabulary: Offspring, grow, adults, nutrition, reproduce, survival, water, food, air, exercise, hygiene, survival, exercise.

Key Scientists:

Healthcare assistant
Doctors
Nurses

Suggested books:



National curriculum:

- I notice that animals including humans have offspring which grow into adults.
- I can find out about and describe the basic needs of animals including humans for survival.
- Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

Working Scientifically:

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Performing simple tests
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions.

Respect	Integrity

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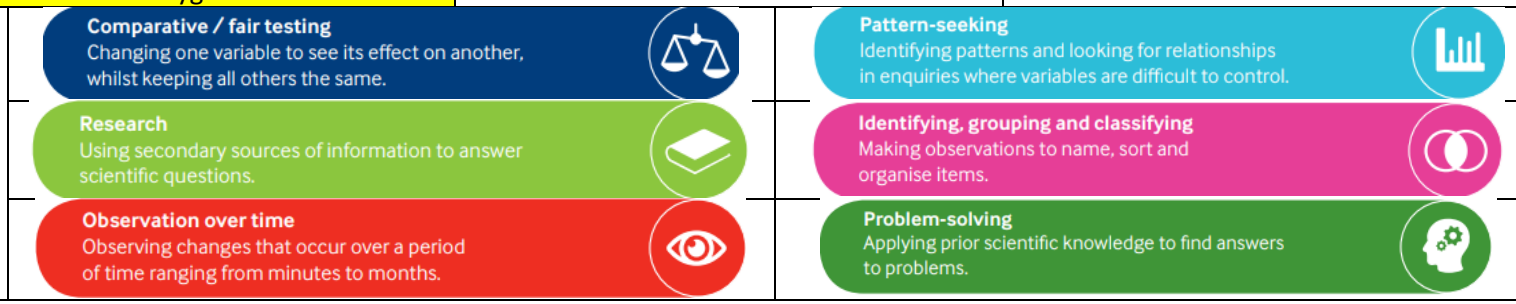
Key learning objectives- ***Highlighted boxes = Learning Objective for that lesson. The other two are your Success Criteria.***
EXTENSION LESSONS AVAILABLE FOR THIS UNIT. CHECK PLYMOUTH MEDIUM TERM PLANNING

Knowledge	Working Scientifically	Scientific Enquiry
To notice that animals including humans have offspring which grow into adults.	To identify a variety of animals and match to its offspring.	To look for patterns, similarities and differences in families.
To notice that animals including humans have offspring which grow into adults	To communicate findings using correct scientific language and illustrations.	To observe lifecycles over time. To research the lifecycles of different animals.
To find out about and describe the basic needs of animals including humans for survival.	To ask simple questions relevant to the topic.	To research facts about different animals to answer questions.
To describe the importance for humans of exercise, eating the right amounts if different types of food and hygiene.	To plan and carry out simple tests.	To set up a comparative test.
To describe the importance for humans of exercise, eating the right amounts if different types of food and hygiene.	To make simple predictions from what I have observed.	To look for patterns in how germs spread.
To describe the importance for humans of exercise, eating the right amounts if different types of food and hygiene.	To evaluate a comparative test,	To observe what happens over time.

Scientific Enquiry Key



Assessment- Key indicators:
Can sequence the stages of a baby. Observe these changes.
Can describe how animals change as they get older.
Develops understanding of how insects change (more than a butterfly) through lifecycle diagrams.
Can explain what humans and other animals need to survive.
Can describe how to keep clean and healthy.
Has a good understanding of the food plate and understands 'a healthy balanced diet'. Can create a diet for an athlete.
Can adopt a menu to substitute food from the eat well plate.
Understands the effect of exercise on the body.

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