Year 2 – Animals Including Humans



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| National Curriculum Outcomes: Knowledge* Notice than animals, including humans, have offspring which grow into adults
* Find out about and describe the basic needs of animals, including humans, for survival (food, water, air)
* Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
 | National Curriculum Outcomes: 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
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| Children might work scientifically by:Observing, through video or first-hand observations and measurement, how different animals, including humans, grow. Asking questions about what things animals need for survival and what humans need to stay healthy. Suggesting ways to find answers to their questions. (*taken from the National Curriculum*) |
| Links to prior learning**Year1:** Identify and name a variety of common animals that are carnivores, herbivores and omnivoresIdentify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense  | Links to future learning**Year 3:** 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**Year 5:** Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals**Year 6:** Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function |
| Key VocabularyGrow, growth, offspring, adult, young, life cycle, survive, survival, water, food, air, exercise, healthy, diet, balanced diet, hygiene | Common Misconceptions* Children may liken an animal’s ‘home’ (nest, den, burrow etc.) to its habitat
* Many children think that anything that lives in the sea is a fish and anything that flies is a bird
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| Important Scientists **Florence Nightingale** - Pioneer of modern nursing in Britain**Elizabeth Garrett Anderson** - First British female physician and surgeon**Steve Irwin** – Australian wildlife expert**Robert Winston** – British human scientist | STEM Career Links**Doctor** (works to keep people healthy and cure disease)**Dietician** (develops nutrition advice to improve people’s diets)**Exercise physicologist** a doctor who helps people to improve their fitness)**Farmer** (grows crops and raises animals for food)**Lepidoptorist** (studies butterflies and moths)**Nutritionist** (studies nutrition in food and how it affects our bodies)**Phenologist** (studies life cycles)**Sport scientist** (works with sportspeople to help them achieve the best possible performance)**Zoologist** (studies animals) | Links to real life* How have I changed since I was a baby?
* How have our pets changed since they came to our homes?
* Is my diet balanced? What will happen if it is not?
* What is my favourite healthy food?
* How much exercise do I get each day? What would happen if I didn’t get any exercise?
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| Key knowledge/facts that the children need to knowAnimals need food, water and air in order to survive.Humans need a varied, balanced diet including water and lots of fruit and vegetables to stay healthy. They also need regular exercise and to wash regularly in order to stay hygienic and healthy.Animals have offspring that grow into adultsA chicken lays an egg, a chick emerges from the egg and grows into a chicken.A butterfly lays an egg, a caterpillar emerges from the egg, the caterpillar pupates in a chrysalis and butterfly emerges from the chrysalis.A human gives birth to a baby, a baby grows into a toddler, a toddler grows into a child and a child grows into an adult.A frog lays frogspawn, a tadpole grows inside the frogspawn, the tadpole emerges from the frogspawn, the tadpole develops into a frog. |
| Suggested Enquiry Activities |
| Identifying and Classifying* How can we group and sort the foods we have eaten this week?
* Which are healthy foods and which are less healthy?
* Identify, match and name animals and their offspring
 | Simple Comparative Testing* Do children get faster at \_\_\_\_ as they grow older?
 | Observation over Time* How do caterpillars/chicks/ tadpoles etc. change over time?
* Observe through video or first-hand observations and measurements, how different animals grow.
 | Pattern Seeking* How do different activities affect my pulse rate?
 | Research using Secondary Sources* How can I keep healthy?
* What do different animals need to survive?
* Could we survive on the Moon?
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| Wow Factor Experiences* Engage with the Farmertime scheme to allow children to observe the life cycles of animals such as sheep & cows (see weblink below)
* Visit a local farm, ideally more than once to allow children to observe changes in animals over time
* Bring animals into the classroom to allow children to observe life cycles first-hand (be sure to carry out a full risk assessment, keep a mind to animal welfare both during and after the experience and be careful not to repeat learning from previous year groups)
* Analyse the children’s meals offered at familiar restaurants (McDonald’s, Toby Carvery, Pizza Express etc.) and see if they are balanced
* Install a nest box with a video camera and observe wild birds hatching and growing/find live nest webcam online if not possible in school
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| Maths Links* Take measurements of your pulse before, during and after a PE lesson, break time or other physical activity
 | Literacy Links* Write persuasive letters to a familiar restaurant suggesting changes to their children’s meals to make them more balanced
* Write a set of instructions/recipe for a healthy snack or meal, such as a salad, soup or pizza
 | Broader Curriculum Links**PE:** Explore how our bodies feel after different types of exercises**ICT:** Use PicCollage on an iPad to create a poster showing the life cycle of an animal**D&T:** Design and make a healthy, balanced pizza recipe |
| Story LinksTadpole’s Promise – Jeanne WillisMonkey Puzzle – Julia DonaldsonOnce There Were Giants – Martin WaddellTad – Benji Davis |
| Helpful WeblinksAssessment exemplification (could also be useful with planning ideas) – <https://www.planassessment.com/product-page/examples-of-work-animals-including-humans-y2-max>Online CPD for this unit (free) – <https://www.reachoutcpd.com/courses/lower-primary/humans-and-other-animals/>Farmertime scheme (free scheme that allows children to have a fortnightly 10 minute video chat with a farmer) – <https://leafuk.org/farmertime/home> BBC Class Clips (useful videos) – <https://www.bbc.co.uk/bitesize/clips/zgtr82p> and <https://www.bbc.co.uk/bitesize/clips/zxcmp39>STEM Learning’s online resource library for Plants – <https://www.stem.org.uk/resources/community/collection/12727/year-2-animals-including-humans> |

NB: This module could be taught at any point in the year, but if you want to observe the life cycles of caterpillars or chickens it would be **useful to teach in spring.**

It’s also important to **check what lifecycles children have previously observed**. They may have already observed chicks hatching, tadpoles growing into frogs or caterpillars becoming butterflies while they were in the Early Years. Make sure they are not repeating learning or, if they are experiencing a life cycle they are already familiar with, ensure that learning is built on by using a greater range of scientific vocabulary correctly in context and/or making comparisons between life cycles. If they have already hatched chicks, a good extension to this would be to install a bird box with a camera on school grounds and observe a different bird’s life cycle.