

## KS1: MEDIUM TERM PLANNER

### Animals including humans Y2

Pupils should be taught to:

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

The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly constructed world around them. They should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science should be done using first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos.



'Working and thinking scientifically' is described separately at the beginning of the programme of study but must always be taught through and clearly related to substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content.

Pupils should read, spell, and pronounce scientific vocabulary correctly.

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes, and skills through the teaching of the programme of study content:


- 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


#### Prior Learning:


- Identify and name a variety of common animals that are carnivores, herbivores, and omnivores. (Y1 - Animals, including humans) Identify,
- Name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 - Animals, including humans)

#### Future learning:


- Identify that animal, 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)
  - 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)


	<ul style="list-style-type: none"> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. (Y6 - Animals, including humans)</li> </ul>		
<b>Key Questions</b> ( <i>show how content and concepts link</i> ) <b>Differentiated Learning Objectives</b>	<b>Teaching and learning activities</b> ( <i>linked directly to objectives</i> )	<b>Resources</b> ( <i>to help pupils reach the learning objectives</i> )	<b>Written and non-written outcomes</b> ( <i>assessment including homework's</i> )
<p><b>1) Do offspring look the same as their adults?</b></p> <p><b>SCIENCE CAPITAL:</b> <i>How does this lesson connect with children in my class? Do you have a pet? What type of animal do you have? Is it a baby or older? What did the animal look like when you got it? Have they changed? How?</i></p> <p><b>Science Working scientifically Skills:</b></p>  <p><b>Science Enquiry Type</b></p> <p><b>Classify</b></p> <p><i>Animals, including humans, have offspring which grow into adults. 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</i></p>	<p><b>Science reasoning task: explorify:</b> <a href="#">Been told you look like your parents or other relatives? - Explorify</a></p> <p><b>Activity 1: Recap</b> Year 1 learning – classify animals into different groups.</p> <p><b>Activity 2:</b> PowerPoint discuss pictures of different animals and their offspring- not similarities and differences.</p> <p><b>Activity 3:</b> Classify animals that look like their adults and those that do not.</p> <p><b>Misconception:</b></p> <p>Some children may think:</p> <ul style="list-style-type: none"> <li>an animal's habitat is like its 'home'</li> <li>all animals that live in the sea are fish</li> <li>respiration is breathing</li> <li>breathing is respiration.</li> </ul>	<p><b>Activity 1:</b> classifying pictures and cards.</p> <p><b>Activity 2:</b> PowerPoint</p> <p><b>Activity 3-</b> classify- table templates to classify different groups of animals.</p>	<p><b>Assessment:</b> can pupils group animals in different</p> <p><b>Homework:</b> Bring in pictures of yourself at different ages-also parent photos.</p>


<p>grow to adults. The young of some animals do not look like their parents e.g. tadpoles.</p> <p>All animals, including humans, have the basic needs of feeding, drinking and breathing that must be satisfied in order to survive. To grow into healthy adults, they also need the right amounts and types of food and exercise.</p> <p>Good hygiene is also important in preventing infections and illnesses.</p>			
<p>2) LO: How do animals change as they grow into adults?</p> <p><b>SCIENCE CAPITAL:</b> <i>How does this lesson connect with children in my class? What are the different stages of human growth?</i></p> <p><b>Science Working scientifically Skills:</b></p>  <p><b>Science Enquiry Type Research</b></p> <p>Animals, including humans, have offspring which grow into adults. In humans and some animals, these</p>	<p><b>Science reasoning task: explorify:</b> <a href="#">Unexpected eggs - Explorify</a></p> <p><b>Activity 1:</b> Go through the life cycles of animals (duck, frog, butterfly, hen)</p> <p><b>Activity 2:</b> read through facts about animal life cycle (amphibian, bird)of different groups.</p> <p><b>Activity 3:</b> each group to have different lifecycle to recreate the lifecycle – by reading information sheet.</p> <p><b>Misconception:</b></p> <p>Some children may think:</p> <ul style="list-style-type: none"> <li>• an animal’s habitat is like its ‘home’</li> <li>• all animals that live in the sea are fish</li> <li>• respiration is breathing</li> <li>• breathing is respiration.</li> </ul>	<p><b>Activity 1:</b> PowerPoint-</p> <p><b>Activity 2:</b> information about different life cycles.</p> <p><b>Activity 3:</b> Playdough , life cycle worksheets.</p>	<p><b>Assessment:</b> Are pupils able to explain the difference between different groups of animals?</p>

<p>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.</p> <p>All animals, including humans, have the basic needs of feeding, drinking and breathing that must be satisfied in order to survive. To grow into healthy adults, they also need the right amounts and types of food and exercise.</p> <p>Good hygiene is also important in preventing infections and illnesses.</p>			
<p>3) LO: <i>What are the different stages of human lifecycle?</i></p> <p><b>SCIENCE CAPITAL:</b> <i>How does this lesson connect with children in my class? How have you changed from baby to now?</i></p> <p><b>Science Working scientifically Skills:</b></p> 	<p><b>Science reasoning task: explorify:</b> <a href="#">Noticed how babies change as they become toddlers? - Explorify</a></p> <p><b>Activity 1:</b> Discuss the different stages of human lifecycle- how are living things similar?</p> <p><b>Activity 2:</b> Go through PowerPoint and discuss the different stages of human life cycle.</p> <p><b>Activity 3:</b> describe the different human lifecycle.</p>	<p><b>Activity 1:</b> talk partner</p> <p><b>Activity 2:</b> PowerPoint</p> <p><b>Activity 3:</b> lifecycle stages worksheet/ playdough / toys</p>	<p><b>Assessment:</b> Are ch able to identify the different stages of human lifecycle.</p>


<p><b>Science Enquiry Type</b></p> <p><b>Research</b></p> <p>Animals, including humans, have offspring which grow into adults. 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.</p> <p>All animals, including humans, have the basic needs of feeding, drinking and breathing that must be satisfied in order to survive. To grow into healthy adults, they also need the right amounts and types of food and exercise.</p> <p>Good hygiene is also important in preventing infections and illnesses.</p>	<p><b>Misconception:</b></p> <p>Some children may think:</p> <ul style="list-style-type: none"> <li>• an animal's habitat is like its 'home'</li> <li>• all animals that live in the sea are fish</li> <li>• respiration is breathing</li> <li>• breathing is respiration.</li> </ul>		
<p>4) LO: What do animals and humans need to survive?</p>	<p><b>Science reasoning task: explorify:</b> <a href="#">Watched a small animal in its habitat? - Explorify</a></p>	<p><b>Activity 1:</b> PowerPoint</p> <p><b>Activity 2:</b> talk partner prompt questions</p>	<p><b>Assessment:</b> Able to identify identity what is needed for survival?</p>

<p><b>SCIENCE CAPITAL:</b> <i>How does this lesson connect with children in my class? What do you need to be able to survive?</i></p> <p><b>Science Working scientifically Skills:</b></p>  <p><b>Science Enquiry Type</b></p> <p>Observation</p> <p><i>Animals, including humans, have offspring which grow into adults. 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.</i></p> <p><i>All animals, including humans, have the basic needs of feeding, drinking and breathing that must be satisfied in order to survive. To grow into healthy adults, they also need the right amounts and types of food and exercise.</i></p>	<p><b>Activity 1:</b> PowerPoint go through survival needs.</p> <p><b>Activity 2:</b> Discuss how to look after a particular pet for a friend.</p> <p><b>Activity 3:</b> Research how to look after particular pet and reply to friend about how they will take care of the pet.</p> <p><b>Misconception:</b></p> <p>Some children may think:</p> <ul style="list-style-type: none"> <li>• an animal's habitat is like its 'home'</li> <li>• all animals that live in the sea are fish</li> <li>• respiration is breathing</li> <li>• breathing is respiration.</li> </ul>	<p><b>Activity 3:</b> laptops- website about choice of animal</p>	
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<p><i>Good hygiene is also important in preventing infections and illnesses.</i></p>			
<p><b>5) What do we need to stay healthy?</b></p> <p><b>SCIENCE CAPITAL:</b> <i>How does this lesson connect with children in my class? How often do you wash your hands? What kind of personal hygiene do you do?</i></p> <p><b>Science Working scientifically Skills:</b></p>  <p><b>Science Enquiry Type</b></p> <p><b>Research</b></p> <p><i>Animals, including humans, have offspring which grow into adults. 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.</i></p> <p><i>All animals, including humans, have the basic</i></p>	<p><b>Science reasoning task: explorify: who are they?</b> Show picture of George and ask who, what, where, when.</p> <p><b>Activity 1:</b> PowerPoint identifying the different food groups.</p> <p><b>Activity 2:</b> classify healthy and unhealthy foods.</p> <p><b>Activity 3:</b> create a balanced meal including food groups.</p> <p><b>Misconception:</b></p> <p>Some children may think:</p> <ul style="list-style-type: none"> <li>• an animal's habitat is like its 'home'</li> <li>• all animals that live in the sea are fish</li> <li>• respiration is breathing</li> <li>• breathing is respiration.</li> </ul>	<p><b>Activity 1:</b> PowerPoint balanced diet</p> <p><b>Activity 2:</b> Venn diagrams and food pictures.</p> <p><b>Activity 3:</b> balanced diet plate templates .</p>	<p><b>Assessment:</b> Are pupils able to identify the different food groups.</p>

<p><i>needs of feeding, drinking and breathing that must be satisfied in order to survive. To grow into healthy adults, they also need the right amounts and types of food and exercise. Good hygiene is also important in preventing infections and illnesses.</i></p>			
<p><b>6) How does exercise affect our body? (PE lesson)</b>  <b>SCIENCE CAPITAL:</b> <i>How does this lesson connect with children in my class? How much exercise do you do? What kind of exercise do you do?</i></p> <p><b>Science Working scientifically Skills:</b></p>  <p><b>Science Enquiry Type</b>  <b>Comparative</b>  <i>Animals, including humans, have offspring which grow into adults. 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</i></p>	<p><b>Science reasoning task: explorify:</b> <a href="#">Let's get physical - Explorify</a></p> <p><b>Activity 1:</b> PowerPoint go through and discuss what is exercise and why it is needed. Ask how often the pupils do exercise and what kind of exercise? How can we measure heartbeat? Model counting the pulse.</p> <p><b>Activity 2:</b> plan class experiment to see which exercise affects the pulse rate.</p> <p><b>Activity 3:</b> Carry out the experiment in groups during PE lesson.</p> <p><b>Misconception:</b>  Some children may think:</p> <ul style="list-style-type: none"> <li>• an animal's habitat is like its 'home'</li> <li>• all animals that live in the sea are fish</li> <li>• respiration is breathing</li> <li>• breathing is respiration.</li> </ul>	<p><b>Activity 1:</b> PowerPoint explaining benefits for exercise and different types of exercise.</p> <p><b>Activity 2:</b> experiment template.</p> <p><b>Activity 3:</b> During PE lesson to carry out experiment to see the effects of heart rate.</p>	<p><b>Assessment:</b> Are pupils able to set up an experiment.</p>



<p>grow to adults. The young of some animals do not look like their parents e.g. tadpoles.</p> <p>All animals, including humans, have the basic needs of feeding, drinking and breathing that must be satisfied in order to survive. To grow into healthy adults, they also need the right amounts and types of food and exercise.</p> <p>Good hygiene is also important in preventing infections and illnesses.</p>			
<p><b>7) Which is the best way to clean our hands?</b></p> <p><b>SCIENCE CAPITAL:</b> <i>How does this lesson connect with children in my class? How much exercise do you do? What kind of exercise do you do?</i></p> <p><b>Science Working scientifically Skills:</b></p>  <p><b>Science Enquiry Type</b></p> <p><b>Comparative</b></p> <p>have offspring which grow into adults. In humans and some animals, these offspring will be young, such as babies or kittens, that</p>	<p><b>Science reasoning task: explorify: <a href="#">How clean are your hands? - Explorify</a></b></p> <p><b>Activity 1:</b> PowerPoint – what are germs and why do we need to take care of our hygiene- What other ways do we take care of our hygiene.</p> <p><b>Activity 2:</b> plan class experiment/ demonstration to see which how washing clears up germs.</p> <p><b>Activity 3:</b> Carry out the experiment in groups.</p> <p><b>Misconception:</b></p> <p>Some children may think:</p> <ul style="list-style-type: none"> <li>• an animal’s habitat is like its ‘home’</li> <li>• all animals that live in the sea are fish</li> <li>• respiration is breathing</li> </ul>	<p><b>Activity 1:</b> PowerPoint</p> <p><b>Activity 2:</b> Planning template</p> <p><b>Activity 3:</b> Carry out the experiment in groups – using soap, glitter, water and timer.</p>	<p><b>Homework:</b> make a list of all the things you do to keep yourself hygienic?</p>

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