|  |  |  |
| --- | --- | --- |
| **Creech St Michael Primary School** | | |
| **Science** | **Animals Including Humans – Growth and Survival** | **Year**  **2** |

|  |
| --- |
| **Background understanding (what I should already know)…** |
| * **Identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals** * **Identify and name a variety of common animals that are carnivores, herbivores and omnivores** * **Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)** * **Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.** |

|  |  |
| --- | --- |
| **What I will know by the end of the unit…** | |
| **Notice that animals, including humans, have offspring which grow into adults** | Some animals give birth to live young    Other animals lay eggs  Some animal babies do not look the same as adults. |
| **Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)** | To stay alive, animals including humans need food, water and air. |
| **Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene** | To grow into a healthy adult, we must eat the **right types of food** in the right amount and **exercise!** |

|  |  |
| --- | --- |
| **Key Vocabulary** | |
| **adult** | A fully grown animal or plant |
| **baby** | A very young child or animal |
| **develop** | To grow bigger and become stronger. |
| **diet** | The food and water that humans and animals need. |
| **exercise** | A physical activity that keeps your body fit. |
| **hygiene** | To stop illness, infections and diseases spreading, we must be hygienic and keep ourselves clean. |
| **life cycle** | The changes living things go through to become an adult. |
| **live young** | Offspring that has not hatched from an egg. |
| **nutrition** | Food needed to live |
| **offspring** | The child of a human or animal |
| **pulse** | The beating of the heart that you can feel in your neck and wrist. |
| **reproduce** | When living things make a new living thing of the same kind. |
| **Survival** | Continue to exist |
| **young** | Offspring that has not reached adulthood |

|  |  |
| --- | --- |
| **Who: (famous people)** | |
| **Louis Pasteur**  **1822-1895** | Pasteur was a French scientist who discovered that germs are living things that can spread by touch or through the air. He discovered pasteurisation and vaccines for deadly diseases. |
| **Elizabeth Garrett- Anderson**  **1836-1916** | Elizabeth was the first English woman to qualify as a doctor. She qualified in 1865. |

**Scientific skills and enquiry (Year 1 and 2)**

* 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

|  |  |
| --- | --- |
| **Possible Scientific Enquiry Questions…** | |
| **Observing over time** | * Record a food-diary and evaluate their diet * Investigate what happens to their bodies when they try different forms of exercise. |
| **Pattern seeking** | * Carry out a class survey to find out how much water they drink each day. * Collect and present data about favourite foods * Investigate relationships between age of children and size of body parts (hands or feet). Measure different ages across the school using non-standard units. |
| **Identifying, classifying and grouping** | * Free-sorting food into groups and explaining how/why they chose those groups * Sort food pictures into a food groups * Sort food groups into a food pyramid |
| **Gathering and recording data to help in answering questions** | * construct simple pictograms, tally charts, block diagrams and tables linked to class surveys |