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

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| **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.**
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|  **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 youngOther 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!**  |

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|  **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 |

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| **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

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| **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.
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| **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.
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| **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
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| **Gathering and recording data to help in answering questions** | * construct simple pictograms, tally charts, block diagrams and tables linked to class surveys
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