



*Science – Animals including Humans*

**Prior Knowledge**

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)

**Year: 2**  
**Term: Spring**

**Key Knowledge:**

Children should know that animals, including humans become older and change as time passes. They should know that animals, including humans have offspring which grow into adults.

Examples of animal growth

- Egg – chick – chicken
- Egg – caterpillar- pupa – butterfly
- Spawn – tadpole – frog

Example of human growth

- Baby – toddler – child – teenager – adult

Animals, including humans, have basic needs in order to survive

- Water, food, air and shelter

It is important for humans to not only survive, but to be healthy.

**Things humans need to be healthy**

- To have a balanced diet of the right amount of different types of food and drink
  - See the Eatwell Guide (NHS Livewell)
  - Drink 6-8 cups/glasses of fluids every day
- To exercise regularly
  - Adults need to be active for at least 150 minutes each week
  - Children aged 5-16 need to be active for at least 60 minutes each day
  - Children under 3 need 3 hours of activity a day
- To maintain good personal hygiene
  - Make sure your hands are washed after you've used the toilet
  - You're fully bathed or showered at least twice a week
  - Your teeth are brushed twice a day
  - Your face and private parts are washed daily



### Key Vocabulary

Prior vocabulary - Variety of animal names, pond, alive, life cycle, farm, carnivore, herbivore, omnivore, amphibian, reptiles, mammals, fish, bird, insects, growth, skeleton

Working scientifically key vocabulary – observe, test, record, equipment

Spelling	Definition/sentence
Offspring	A person or animal's child or children
Growth	The process of getting bigger
Baby	A very young child
Toddler	A young child that is just beginning to walk
Child	A young person below the age of 13
Teenager	A person aged between 13 and 19
Adult	A grown up
Fluids	A liquid
Hygiene	Keeping clean to stay healthy and prevent disease
Exercise	Activity done to keep the body and mind strong.

Additional vocabulary to discuss across the unit – pupa, habitat, reproduction, nutrients, consumption, survival

### Key Skills:

- 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

### Working scientifically

Observing, through video or first-hand observation and measurement, how different animals, including humans, grow

Ask questions about what things animals need for survival and what humans need to stay healthy

Suggesting ways to find answers to their questions

### Key Outcomes

#### **1. What do animals and humans need to stay alive?**

*Children will pose questions about what things animals need for survival and what humans need to stay healthy and suggest ways to find answers to their questions. They research and describe the basic needs of animals, including humans, for survival (water, food and air) and*

#### **2. How do humans change as they grow?**

*Children will begin to explore the processes of growth in humans. They will create diagrams that show the growth of humans from birth to old age.*

#### **3. What is the life cycle of a butterfly?**

*Children will observe caterpillar eggs and create a record of the changes over time to help them describe and record the lifecycle of a butterfly. describe, including using diagrams, the life cycle of some animals, including humans, and their growth to adults e.g. by creating a life cycle book for a younger child*

#### **4. Can I describe life cycles of various animals including humans?**

*Children will describe, including using diagrams, the life cycle of some animals, including humans, and their growth from birth to adults by creating a life cycle book for a younger child.*

#### **5. How can we keep ourselves healthy?**

*Children will learn how humans stay healthy by eating the right amounts of different types of food, and begin to be able to explain how development and health might be affected if nutritional needs are not met.*

#### **6. Why do we need to have good hygiene?**

*Children will learn about the harm of germs and investigate the importance of good hygiene (e.g. thorough washing of hands) through use of glitter glue to demonstrate the spreading of germs. They will make conclusions from their investigation about importance of hygiene.*

#### **7. Which activity makes us work the hardest?**

*Children will explore the effect of exercise on their bodies by making predictions about which exercise has the biggest impact on them (e.g. heartbeat, breathing, sweating). They will build upon prior learning about health and growth in this unit to understand why exercise is important to keep us healthy.*

#### **Future Learning**

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. (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)

Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. (Y6 - Animals, including humans)