







Year group: 2 - Autumn 1 - Animals including humans

The learning objectives to be covered:

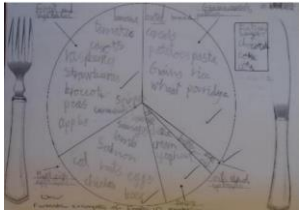
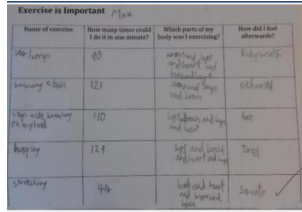
Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Common misconceptions:

- Some children may think:
- an animal's habitat is like its 'home'
- all animals that live in the sea are fish
- respiration is breathing
- breathing is respiration.

	Session 1	Session 2	Session 3	Session 4	Session 5	
Science Knowledge LO:	To explain what is needed for animals and humans to survive.	To understand different food types and how they can be organised.	To design a balanced meal and understand the reasons for specific choices.	To recognise the importance of hygiene and how to look after our bodies.	To know that exercise affects the body in different ways.	
Scientific Enquiry LO	To identify the basic needs for animals and humans to survive. 	To identify and classify a range of food types  	To research and design a balanced meal 	To research the importance of hygiene. 	To observe how exercise affects my body. 	

Vocab to be covered	basic needs, water, food, air, breathing, survival.	fruit, vegetable, bread, rice, potatoes, pasta, milk, dairy, food high in fat, sugar, meat, fish, egg, beans	fruit, vegetables, bread, rice, potatoes, pasta, milk, dairy, food high in fat, sugar, meat, fish, egg, beans	Hygiene, hygienic, clean, washing, cleaning, germs, disease.	heart, beating, healthy, exercise, thirsty, sweet, tired	
Assessment	<p>WTS - With support, children can recognise the basic needs of animals and humans for survival</p> <p>EXS - Children can recognise the basic needs of animals and humans for survival.</p> <p>GDS - Children can recognise the basic needs of animals and humans for survival and explain these in detail to others.</p>	<p>WTS - With support, children can name a variety of foods from different food groups.</p> <p>EXS - Children can name a variety of foods from different food groups.</p> <p>GDS - Children can name a variety of foods from different food groups and begin to understand how they contribute to a balanced diet.</p>	<p>WTS - With support, children can research foods from a provided list and use this to discuss a meal.</p> <p>EXS - Children can research a variety of foods and these can be used to design a healthy plate.</p> <p>GDS - Children can research a variety of foods and these can be used to design a healthy plate. Children can identify where swaps are to be made to make lifestyles healthier.</p>	<p>WTS - With support, children can research the answers to given questions about personal hygiene.</p> <p>EXS - Children can research the answers to given questions about personal hygiene.</p> <p>GDS - Children can research the answers to given questions about personal hygiene and design a how to look after yourself guide/mindmap.</p>	<p>WTS - With support, children can do different forms of exercise and explain what they are doing.</p> <p>EXS - Children can do different forms of exercise and explain what they are doing.</p> <p>GDS - Children can do different forms of exercise and explain what they are doing and how this is impacting their heart rate (getting faster).</p>	

<p>Suggested Activities</p>	<p>Big Question: What do animals including humans need to survive?</p> <p>Around the hall place plastic bottles with items listed on them e.g. Xbox, water, bedding, sun cream etc. including a range of key items to help the children survive and also items the children would like to have.</p> <p>Explore items and discuss their usefulness etc... explain we need to make a list of things to help them survive (clean water, basic food, something to keep them warm and a means of keeping clean).</p> <p>Ask the class: So what do humans need to survive?</p>	<p>Big question: what is a balanced diet?</p> <p>Provide the children with pictures of different types of food and ask them to sort them indifferent ways.</p> <p>Review and discuss. Discuss prior learning on fruits and vegetables.</p> <p>http://archive.foodafactoflife.org.uk/section.aspx?t=35&siteId=19&ionId=131</p> <p>Ask the children to now sort the pictures using the eat well plate template.</p> <p>Recording example below: CH: can they add any other examples of their own?</p> 	<p>Share the examples of lunchboxes and ask the children what they have in common.</p> <p>Ask for children to talk about which of the foods they regularly have in their lunch or eat frequently at home. For some children they will have hot lunches at school but may have lunch-box type foods at home.</p> <p>On a large piece of paper, draw an example of the lunch box template from the Healthy lunch boxes resource and ask the children to talk about what they know about the sections.</p> <p>Take it further: Make the meal healthier.</p>	<p>Big question; How clean are your hands? How do you keep clean and healthy?</p> <p>Encourage discussions around everyday things that keep us clean</p> <p>e.g. brushing teeth, taking a bath/shower, washing our hands, washing food, cleaning the house etc...</p> <p>Complete a hand washing exercise to demonstrate the importance of washing hands in order to keep germs from spreading (glitter hands).</p> <p>Task: create a poster to share with the younger children on ways to keep clean and healthy.</p> <p>Extension: Ask the children to use laptops and secondary sources to explore how animals stay clean.</p>	<p>Big question: How does exercise affect our hearts?</p> <p>In the hall a carousel of activities.</p> <p>1. Sprinting between cones, 2. Star jumps, 3. Walking with a beanbag on head, 4. keeping a ball between the knees and walking between two cones.</p> <p>Minute on each activity for the children.</p> <p>Predict which will make the heart beat faster. Were you correct?</p> <p>Fill in the record sheet.</p> 	
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	<p>Why do we need food and water? (Nutrients and to keep hydrated so that our bodies keep working properly.)</p> <p>If we had our pets on the island with us, how would the list change? What do our pets need to survive? How would our list change? Ask the class to imagine.</p> <p>http://www.bbc.co.uk/guides/zxvkd2p BBC Bitesize:</p> <p>What do Humans need to stay healthy?</p> <p>http://www.educationquizzes.com/ks1/science/staying-healthy-what-sort-of-food-should-we-eat/</p>			<p>Exit pass; hygiene quiz</p> <p>https://e-bug.eu/junior_pack.aspx?cc=eng&ss=2&t=Hand%20Hygiene</p>		
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