

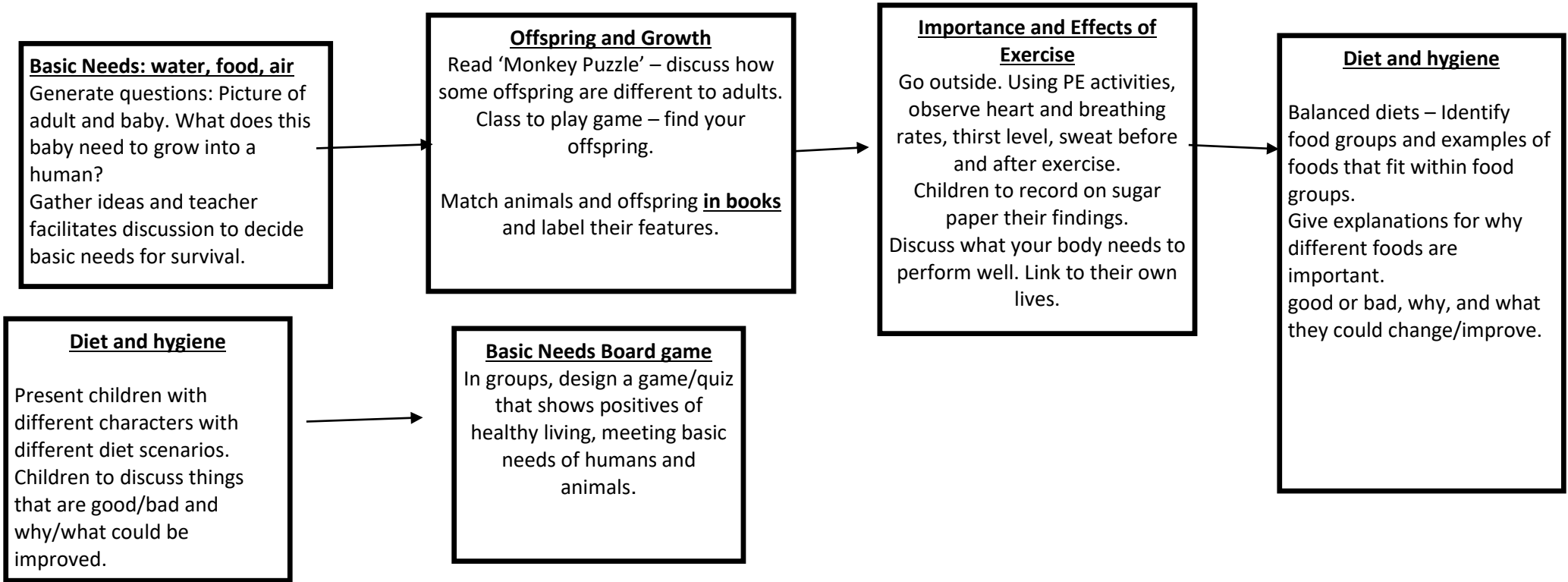
Vocabulary

- Animals, humans
- Food, Water, Air, Shelter, Sleep
- Offspring, adults
- Needs, survival
- Exercise, nutrition, hygiene
- Reproduction
- Pupa
- Spawn
- Compare
- Balanced Diet
- Healthy/Unhealthy
- Carbohydrates, Protein, Fats, Dairy

Prior learning
 Year 1 – Humans and Other Animals: Labelling parts of the human body, making comparisons between the human body and animals, describing features of different types of animals.

National Curriculum
 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.

Snapshot overview



Medium Term Planning

Year Group: Year 2 Term: Spring 1

Topic: Animals including humans

	Learning Objective	Input (including key questions and vocabulary)	Differentiation	Key learning
Session 1	I can describe the basic needs of animals, including humans, for survival (water, food, air, shelter and sleep).	<p>Starter: Refer to vocab boards on working wall and discuss meaning of key vocabulary – humans, animals, survival, shelter etc.</p> <p><u>Basic Needs: water, food, air, shelter</u></p> <p>Hook: Teacher shows picture of adult and a picture of a baby. What does this baby need to grow into a human?</p> <ul style="list-style-type: none"> - What type of animal is a human - how is this type of animal adapted to the environment - refer back to BRAMF and the song from year 1. <p>Children discuss together and begin to ask questions and generate ideas - what does a baby need to grow in to a human, what are the basic needs of all humans? Teacher to record the children's question on sugar paper for working wall - refer back to this as they get answered. They record their ideas on post-it notes e.g. clothes, a house, milk. Together, look at all post-it ideas. Form a line of ideas from most important for survival to least important (link to needs and wants.) Gather ideas and teacher facilitate discussion to decide basic needs for survival.</p>	<p>Pre-teaching of vocabulary for emerging children.</p> <p>Mixed ability groups</p> <p>Challenge: What else do you need to survive? What is the most important and why? (e.g. sleep. Can refer to needs vs. wants here)</p>	<p>Identify at least 3 needs for survival</p> <p>Do all humans and animals have the same needs to survive e.g do they all need water? Food?</p> <p>Explain why humans and animals need water and food</p>

		<p>Repeat this activity with animals e.g. cats, birds, fish - referring back to BRAMF</p> <p>Plenary: what do all animals need to survive (water, food, air, shelter)</p> <p>Identify together why we need water – helps get rid of waste, helps blood take oxygen.</p> <p>Why do we need food?- helps keep bones strong, helps our muscles stay strong</p>		
Session 2	I understand that animals, including humans, have offspring which grow into adults	<p>Starter: Refer to vocab boards on working wall and discuss meaning of vocabulary – animals, humans, offspring, adult.</p> <p><u>Offspring and Growth</u></p> <p>Read 'Monkey Puzzle' – discuss how some offspring are different to adults.</p> <p>Class to play game – find your offspring. Put stickers on children's head (possibly on headbands) to include egg chicken, caterpillar butterfly, tadpole frog, baby human, etc. They have to find their matching offspring/parent by asking yes/no questions.</p> <p>e.g. Do I have a trunk, Do I fly/ swim? Play online life cycle matching game - encourage them to refer to BRAMF when asking questions</p> <p>https://stormedapps.co.uk/lifestages/lifestages.html</p> <p>Elicit other ideas for offspring/adult pairs.</p> <ul style="list-style-type: none"> - What are the differences... - Do offspring always look their adults? - Which animals change as they grow up? - What is the same about.....? 	<p>Challenge during discussion : why do you think some animals change from baby to adult? Do you look the same as your grown ups/sister/brother? Why?</p> <p>Challenge in activity in books: can they think of any other pairs and draw/write them using the correct vocabulary e.g. horse and foal, calf and cow.</p>	<p>Know that adult humans and animals have off spring.</p> <p>Identify at least 2 offspring that look different to the adult.</p> <p>Identify at least 2 offspring that look the same as adult (will need to be able to articulate that appearance is same but smaller)</p>

		<p>Give children pictures to cut, match and stick of adults and offspring. Stick in books. Label the features of adult and offspring - what features are still similar?</p> <p>Plenary: share ideas in books - did we have the same ideas? What did we find? Apply learning from previous lesson – what will these offspring need to survive and grow into adults?</p>		
Session 3/4	<p>I can explain the importance of exercise for humans.</p> <p>I can explain the basic needs of humans and why they are important.</p>	<p>Starter: Refer to vocab boards on working wall and discuss meaning of vocabulary – humans, exercise, food, water, air, shelter etc.</p> <p>Hook: Mr Innes wants to create a new display in the hall about being healthy. What do we need to stay healthy?</p> <p>Recap/class discussion of what humans/animals need in order to survive. How does this help us stay healthy? Watch video and record ideas as a class. https://www.youtube.com/watch?v=sQN8HWI6Svk https://www.bbc.co.uk/bitesize/clips/zgtr82p</p> <p>Focus on importance of exercise for humans. Use “Joe Wicks – Why do we need to exercise?” PowerPoint.</p> <p>Effects of Exercise Children to predict verbally what will change in their bodies if they run/skip. TA to record predictions on sugar paper.</p>	<p>Mixed ability groups</p> <p>Challenge: Discuss the different types of exercise -e.g. would weight lifting have the same effect as running around playing football? Why?</p>	<p>Identify 2 things which happen to humans bodies when they exercise.</p> <p>Explain 2 reasons why exercise helps humans stay healthy.</p> <p>Know that the heart is a muscle and exercise keeps it healthy</p>

		<p>Children to work in mixed ability groups to carry out PE based activities to observe heart and breathing rates, thirst level, sweat before and after exercise and discuss using scientific language (oxygen, circulation, heart, lungs).</p> <p>In pairs use measuring equipment e.g. stopwatch running on spot, jumping- e.g. how long before they got out of breath, how long before they needed a drink. Compare timings between each other - do they get out of breath at the same time? Did they get thirsty at same time? Class discussion - What are the differences and why? Children to compare findings with predictions- were they correct?</p> <p>Why is exercise important? In pairs think of 3 reasons why exercise is important for humans. Children to share their ideas with the rest of the class.</p> <p>In books children to record and present their findings in a poster about what humans and animals needs are to be healthy with a reason why it important e.g Humans and animals need water because it helps blood take oxygen around your body.</p> <p>Questioning, predicting, investigating, presenting evidence, interpreting evidence.</p>		
Session 5	I can describe the importance for humans of	Recap of what humans need in order to survive and why - class discussion.	Children to sort pictures of various foods into	Know that humans need to eat food from different food groups.

	<p>eating the right amounts of different types of food..</p>	<p>Focus of lesson: need of food to survive and keep healthy.</p> <p>Starter: Refer to vocab boards on working wall and discuss meaning of vocabulary – balanced diet, healthy, carbohydrates, protein, dairy, fats, fibre, fruit and vegetables.</p> <p>Look at videos on healthy eating. https://www.youtube.com/watch?v=mMHVEFWNLMc https://www.bbc.com/bitesize/topics/zv4cwmn/resources/1</p> <p>What is a balanced diet? What food groups do we need to eat from? What do they food groups help our bodies do? (Vitamins help to fight germs, protein helps to keep muscles strong, carbohydrates give our bodies energy/).</p> <p>Refer to videos on healthy eating and different food groups: https://www.youtube.com/channel/UCiGAAbnpbIYqZeCFeA4K_nQ</p> <p>Children to play food sorting game: Can the children identify which food group a particular food will go into and explain how that food helps our bodies to keep healthy?</p>	<p>correct food groups and explain how a particular food can help our bodies to keep healthy.</p> <p>Emerging/support: Less foods to sort. Scribe as necessary.</p> <p>Challenge: What would you say to someone who wanted to cut out all sugar from their diet? What would you say to someone who only wanted to eat fruit? Encourage discussion about moderation and a balanced lifestyle/diet.</p>	<p>Explain what a balanced diet is.</p> <p>Name 3 food groups and two foods for each group.</p>
<p>Session 6</p>	<p>I can describe the importance for humans of eating different</p>	<p>Starter- Recap learning from previous lesson- In small groups What can the children remember about a balanced diet? Can they name the food groups? What foods</p>	<p>Mixed ability groups</p>	<p>Know that humans need to eat food from different food groups .</p>

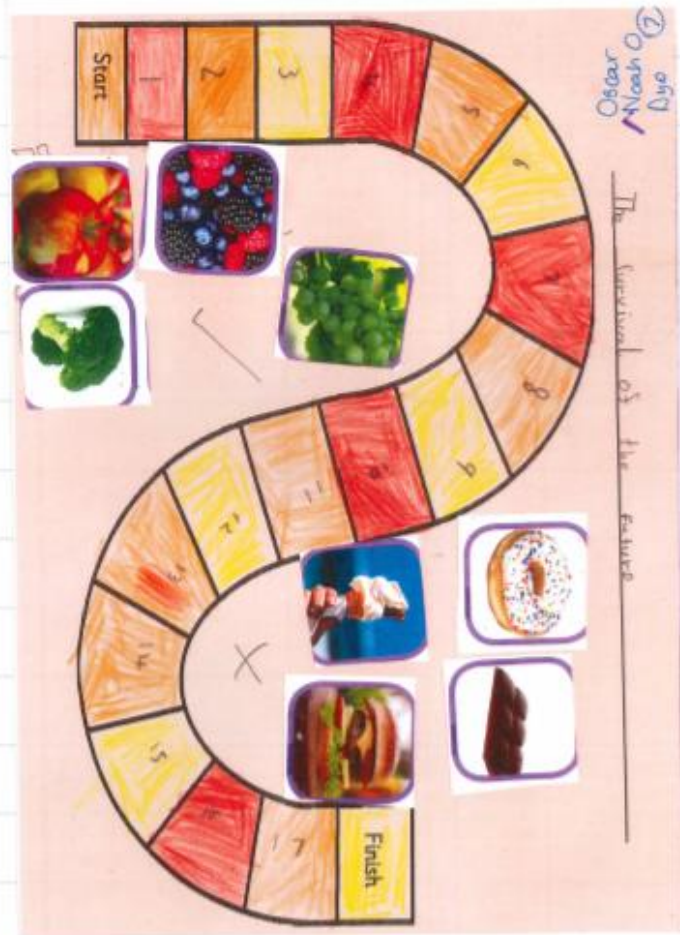
	<p>types of food from different food groups.</p>	<p>are in each food group? What do the foods help our bodies to do?</p> <p>In small mixed-ability groups children to be given a scenario of a character showing their diet - what is this person doing to be healthy? What do they need to do better? What changes would you advise them to make? Feedback to rest of the class.</p> <p>Task: Show children a menu for a whole day with food and drinks for breakfast, lunch and dinner etc. As a class annotate menu showing various food groups. Is the menu balanced? (Does it have enough of each food group?).</p> <p>Children to create their own menus for the day to give someone a balanced diet. Children to annotate menu with food groups and give reasons as to why various foods should be eaten.</p>	<p>Challenge: In pairs swap menus and check that your partners is balanced. Have they identified the correct food groups? Have they given good reasons as to why they have included a specific food? Is there anything you would change?</p>	<p>Explain what a balanced diet is.</p> <p>Name 3 food groups and two foods for each group.</p>
<p>Session 7</p>	<p>I can show my understanding of the basic needs of animals and the importance of a healthy lifestyle for humans.</p>	<p>Starter: Refer to vocab boards on working wall and discuss and recap meanings of previously taught vocabulary.</p> <p>Class discussions: What do humans need in order to survive?</p> <p>Hook: The new year Rs need to know all about what they need to be healthy. Can you show them everything you have learnt about healthy living/being healthy/basic needs? Can you write them a quiz?</p> <p><u>Basic game/quiz</u></p>	<p>Challenge: Take aspects of quiz/game questions and answer them - e.g. why do we need oxygen? What is in the healthy food that keeps us healthy? Lungs and heart - what are they used for and why are they important?</p>	

		<p>In small groups/pairs children to write their own game/quiz about basic needs of humans and animals. This has to show understanding of all the knowledge gathered in this topic, that humans and animals all need;</p> <ul style="list-style-type: none">● good nutrition and a balanced diet● exercise● shelter● water● air (oxygen)		
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- To understand that all animals have offspring that grow into adults
- To be able to match some adults and offspring
- To identify and discuss the basic needs for survival
- To identify and discuss the importance of exercise, healthy eating and hygiene.



I can show my understanding of the basic needs of animals and the importance of a healthy lifestyle for humans. 27.1.20



"You drink a nice glass of water so you can go forward 5 spaces!" Alex

"You need to be hydrated!" Dyo

"You do some push-ups at the gym so you get some exercise! You also do pull-ups. Move forward!" Alex

"You eat crisps and chocolate and sweets 11 day. Move back 3 spaces!" Dyo

"You have only three hours sleep! Move back 5 spaces!" Oscar

"You go to the country so you have lots of oxygen! Go forward 2!" Oscar

"Plants help out with oxygen!" Dyo

"You get a safe place to shelter. Win 5 points!" Oscar & Dyo

"You need good nutrition like fruit and vegetables to survive!" Dyo

"You forget to brush your teeth, wash yourself and your hands! You lose because your health went down!" Oscar

"In my life I eat healthily and I make sure I eat carrots, grapes and melon. I sometimes make my own lunch and make sure it's healthy."

HK (I)