

What should I already know?

- There are five types of vertebrates (mammals, fish, reptiles, amphibians, birds).
- Vertebrates are animals that have a backbone.
- Some animals are suitable to be kept as pets but others are not.
- Some animals give birth to live young but others lay eggs.
- The names of the main body parts (eg neck, elbow, knee, eyes etc).
- How to group animals according to what they eat or by their appearance, the sounds they make or textures of skin / fur.

What will I know by the end of the unit?

How do animals including humans reproduce, change and grow?

- A life cycle is the series of changes that an animal or plant passes through from the beginning of its life until its death.
- Animals, including humans, have offspring which grow into adults.

What do all animals need to survive?

- All animals need water, air, food, shelter and sleep to survive.
- Know the difference between essentials, basics and wants for animal and human survival.

What do humans need to be healthy?

To keep healthy humans need:

- to eat a balanced diet and healthy food
- some exercise to keep their muscles and bones healthy
- to maintain high standards of hygiene to prevent illness and disease

How can I find out about animals and humans?

- Ask questions.
- Answer questions via observation, through video or first-hand experience.
- Using information books.
- Using online searches.

Investigate?

- Match animals to their offspring being aware that animals, including humans, have offspring that grow in to adults.
- Compare and contrast offspring to their parents and create a life cycle diagram for a frog or a butterfly.
- Order the stages in human life and identify similarities, differences and key features of each stage.
- Research what animals and humans need to survive (food water, air, shelter and sleep). Explore other basic but not essential needs like good hygiene, clothing for warmth, love / human contact, individual space etc.
- Identify the difference between human and animal wants and needs.
- Investigate why exercise is important for humans. Participate in a series of exercises and record how the body feels before and after exercise. Consider how breathing, body temperature, heart rate and muscles change as a consequence of exercise.
- Design a weekly exercise plan detailing exercise that can be done at school and at home.
- Investigate the different types of foods and the amount of each type humans need to eat to remain healthy.
- Use the 'eatwell' plate and 'traffic light system' to design healthy meals and substitute less healthy options for healthier ones in sample menus.
- Investigate the importance of hand washing and of brushing teeth. Write instructions to help younger children adhere to high standards of hygiene.

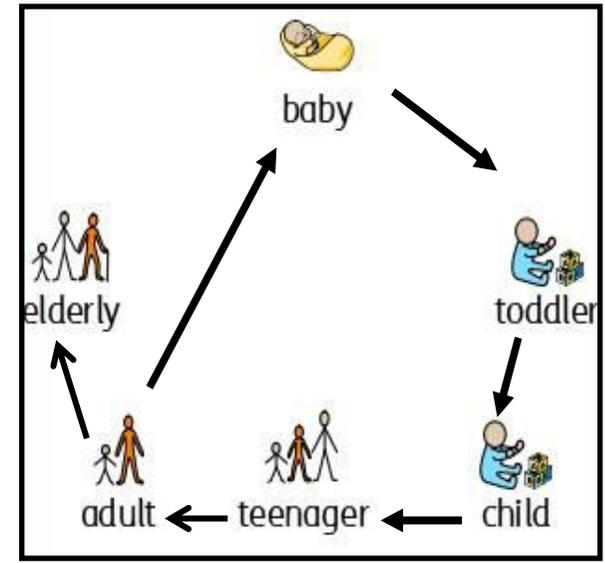
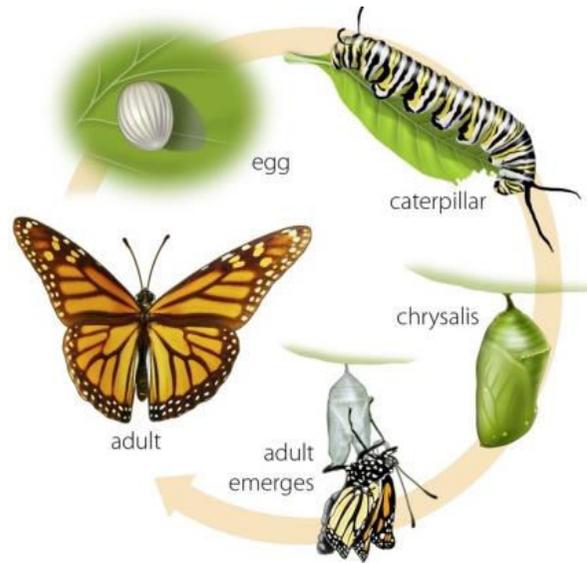
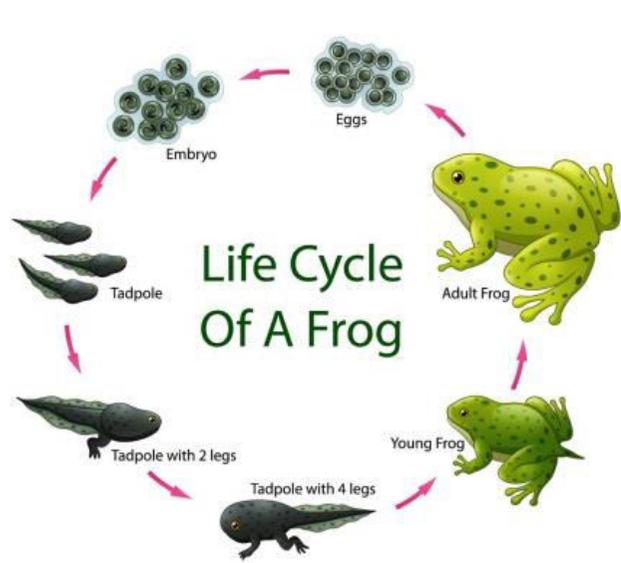
The eatwell plate

Use the eatwell plate to help you get the balance right. It shows how much of what you eat should come from each food group.



Vocabulary

| | |
|------------|--|
| adult | a person who is fully developed or grown. |
| baby | a very young child. |
| backbone | the column of small linked bones down the middle of your back. |
| balanced | a variety of food that you regularly eat. |
| basic need | the minimum required to satisfy needs / the important needs for life. |
| bones | the hard parts inside your body which form your skeleton. |
| calcium | a mineral that is necessary for life. It helps to build bones and keep them healthy, enables blood to clot, muscles to contract and our heart to beat. |
| disease | an illness which affects people, animals or plants. |
| elderly | an old or ageing person. |
| essential | absolutely necessary, extremely important. |
| exercise | when you exercise, you move your body energetically in order to get fit and to remain healthy. |
| healthy | well and not suffering from any illness. |
| illness | a period of sickness affecting the body or mind. |
| infant | a young child. |
| life cycle | the series of changes that an animal or plant passes through from the beginning of its life until its death. |
| minerals | inorganic nutrients in foods that are essential for growth and health and do not contain carbon. |
| muscles | something inside your body which connects two bones and which you use when you make a movement. |
| nutrients | a substance that provides nourishment essential to life and growth. |
| offspring | a person's children or an animal's young. |
| option | a thing that is chosen, a choice. |
| shelter | a place giving protection from bad weather or danger. |
| skeleton | the framework of bones in your body. |
| vitamins | a group of organic compounds required by the body in small amounts to enable normal growth and health. |



Parklands Primary School – Science

Topic: Animals including humans

Year 2

| Question 1: | | Start of Unit | End of Unit | Question 2 : | | Start of Unit | End of Unit |
|--|--|---------------|-------------|--|--|---------------|-------------|
| Tick the essential things that all animals need to survive | | | | Tick the things humans can do to stay healthy | | | |
| Water | | | | Exercise | | | |
| Friends | | | | Eat a balanced diet | | | |
| Air | | | | Watch TV daily | | | |
| Milk | | | | Read a book every week | | | |
| Don't know | | | | Don't know | | | |
| Question 3: | | Start of Unit | End of Unit | Question 4 : | | Start of Unit | End of Unit |
| The word offspring means... | | | | Place these in order of how they happen in the life cycle of a human (use numbers 1 – 4) | | | |
| A form of gymnastics | | | | Toddler | | | |
| To go on and then off | | | | Elderly | | | |
| A season of the year | | | | Adult | | | |
| A person's children or an animal's young | | | | Baby | | | |
| Don't know | | | | Don't know | | | |
| Question 5: | | Start of Unit | End of Unit | Question 6 : | | Start of Unit | End of Unit |
| Tick the statements that show good standards of personal hygiene | | | | Tick all statements that are true. | | | |
| Brush teeth once a week | | | | After exercise my heart beats faster | | | |
| Wash hands regularly throughout the day | | | | After exercise my heart beats slower | | | |
| Brush hair twice daily | | | | After exercise I feel sweaty | | | |
| Change cloths once a week | | | | After exercise I breathe quicker/pant | | | |
| Don't know | | | | Don't know | | | |