

Science Programme of Study

Animals, including humans

This unit has been designed for children in Year 2 and meets the requirements of the 2014 Curriculum.

Introduction to the programme

Animals, including humans feature in the Year 2 Programme of Study for Science. Through this unit, children will consider the basic needs of animals for survival. They will consider the importance of exercise and nutrition in more depth, including doing surveys of both the food they eat, and the favourite foods of their classmates. They will move on to think about how animals grow up from babies into adults and consider how their needs change.

It is also suggested that teachers organise a visit to somewhere in the local area where animals can be seen.

Recommended websites

Websites are referred to in the planning.

Lesson Variations

The session plans for this unit are detailed.

Suggestions have been made about how to differentiate activities for children with Special Educational Needs, children with English as an additional language, and children who are gifted and talented.

Each session also has a resource list which makes it clear which resources have been included in this pack, and which need to be sourced at school.

Year 2 Unit – Animals, including humans Session 4

Duration 1 hour. Date:

Planned by Matilda Munro for Two Temple Place, 2013

Main teaching	Activities - Differentiation	Plenary
<p>LO: To know we need to exercise to be healthy CCL – PE This lesson could be integrated into an existing PE lesson, or taught as a separate cross-curricular science lesson.</p> <p>Class teacher to set up a range of activities inside or outside. Examples:</p> <ul style="list-style-type: none"> - skipping (outside) - star jumps (in or out) - running on the spot (in or out) - hopping on the spot (in or out) - bouncing a basketball (outside) - stretching (in or out) <p>Begin by warming up with the children, stretching slowly and carefully. Ensure children have adequate space.</p> <p>Ask them how they feel after warming up. Q: What feels different to before? (warmer, heart beating more quickly) Q: Why is warming up important? (so we are ready to exercise and we do not injure ourselves)</p> <p>After they have done each activity, children to answer questions orally in MA pairs:</p> <ol style="list-style-type: none"> 1. What activity did you do? 2. What parts of your body was it exercising? 3. How did you feel afterwards? <p>Ethnic Minority Achievement: role play, modelling, speaking frames ICT – Whiteboard Every Child Matters: Keeping Healthy</p>	<p>Activity 1: Children to carousel around physical activities and to ask and answer the three questions in MA pairs. Teacher and TA to listen to responses and record those of focus groups on stickers to put in books. Teacher also to take photos to be stuck in books as evidence.</p> <p>G&T: Children to think about why exercise is important to keep healthy. Q: If you were an Olympic athlete and exercised a lot every day, how would that affect what you need to eat to be healthy?</p> <p>SEN/EAL: Speaking frames: I just did _____ I was exercising my _____ Afterwards I felt _____</p> <p>Success Criteria: I know that exercise has an effect on my body. I understand that exercise is important to keep healthy.</p>	<p>Why is exercise important for keeping healthy?</p> <p>What kinds of exercise do you enjoy doing?</p> <p>What exercise can you do outside school?</p> <p>Discuss G&T question. If you do a lot of exercise, your body needs a lot of energy, so you need to eat more to be healthy. Analogy: if you want a car to drive a long way, it needs more petrol than if you are just going a short way.</p> <hr/> <p>Resources</p> <p>(bold = in pack) Possible PE equipment Camera Sticky labels Questions and speaking frames</p>

Year 2 Unit – Animals, including humans Session 5

Duration 1 hour. Date:

Planned by Matilda Munro for Two Temple Place, 2013

Main teaching	Activities - Differentiation	Plenary
<p>LO: To know that animals (including humans) produce young which grow into adults.</p> <p>Tell children that all animals, including humans, produce young which then grow into adults.</p> <p>Q: What are the different stages in a human life called? Show pictures on the whiteboard and ask them to put them in order, and then label. baby > toddler > child > teenager > adult Explain that just like humans, other animals also produce offspring (babies) and they also change as they grow up.</p> <p>Q: Do you know the names of any baby animals? What do they grow into? Very cute baby animals video: http://www.bbc.co.uk/nature/collections/p00fxfvq</p> <p>Go over some familiar ones and ensure children know the names of some animals' babies: Kitten > cat Puppy > dog Duckling > duck Chick > hen/chicken (egg > chick > chicken) Calf > cow Piglet > pig Lamb > sheep Tadpole > frog (could teach frogspawn > tadpole > frog) Egg > caterpillar > pupa > butterfly</p> <p>Children to complete Activity 1.</p> <p>Ethnic Minority Achievement: modelling, MA pairs, visual scaffolding, writing frames ICT – Whiteboard Every Child Matters: Keeping Healthy</p>	<p>Main activity: Activity 1 in MA pairs or threes: Each pair or three to have a set of animal cards and they must match the parent and the baby. When they have matched all of the cards, children must choose 3 and record them in their books.</p> <p>SEN/EAL: MA pairs, visual scaffolding</p> <p>G&T: To think about how the needs of different baby animals vary, e.g. a lamb can walk within moments of being born – how is this different from a human?</p> <p>Success Criteria: I know that all animals have babies. I know these babies grow up into adults. I understand that sometimes the baby looks very different from the adult.</p>	<p>Talk to the children about their experiences of babies and toddlers within their homes.</p> <p>Q: How is a toddler different from a baby? CLUE: Think about how they communicate, how they move and how they eat...</p> <p>Q: How are you different from a toddler?</p> <hr/> <p>Resources</p> <p>(bold = in pack) Animal pictures of parents and babies. One extra set could be printed per class for display or laminated for use as a memory game in wet play box. – you can make your own, or download from www.twinkl.co.uk</p> <p>Adults & Young worksheet</p>

Food Pyramid

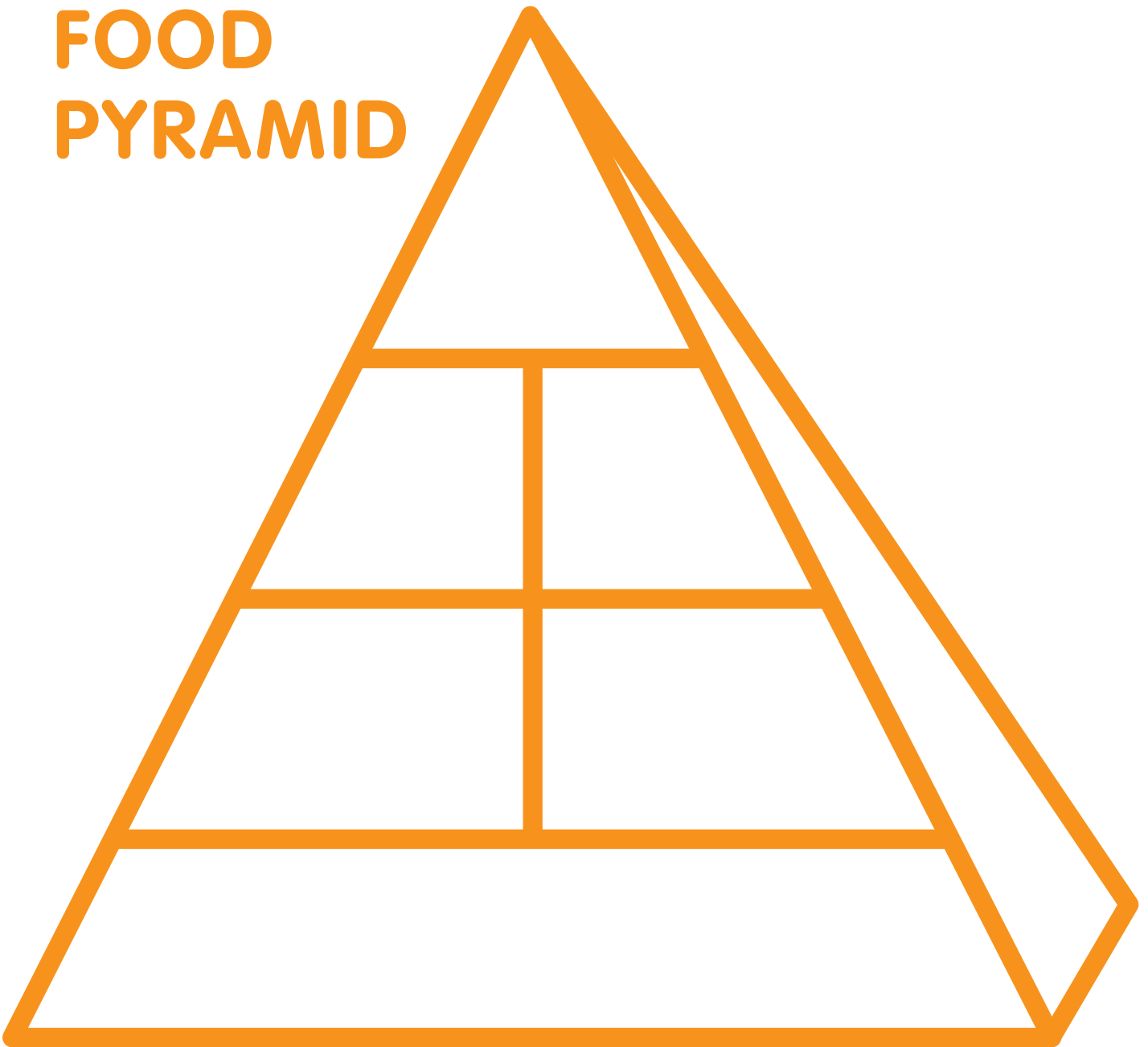
L.O.: To know that food can be put into different groups

Look at the pictures on your table:

You need to find at least 1 food to put in each section of the pyramid.

When you have chosen one, draw it in the correct part of the pyramid, and then label it – copy the name from the picture carefully.

FOOD PYRAMID





Bread



Pasta



Cheddar cheese



Milk



Yoghurt



Grilled steak



Carrots



Chicken curry



Okra



Apple



Oranges



Sweets



Fish



Sweetcorn



Mango

Food Pyramid

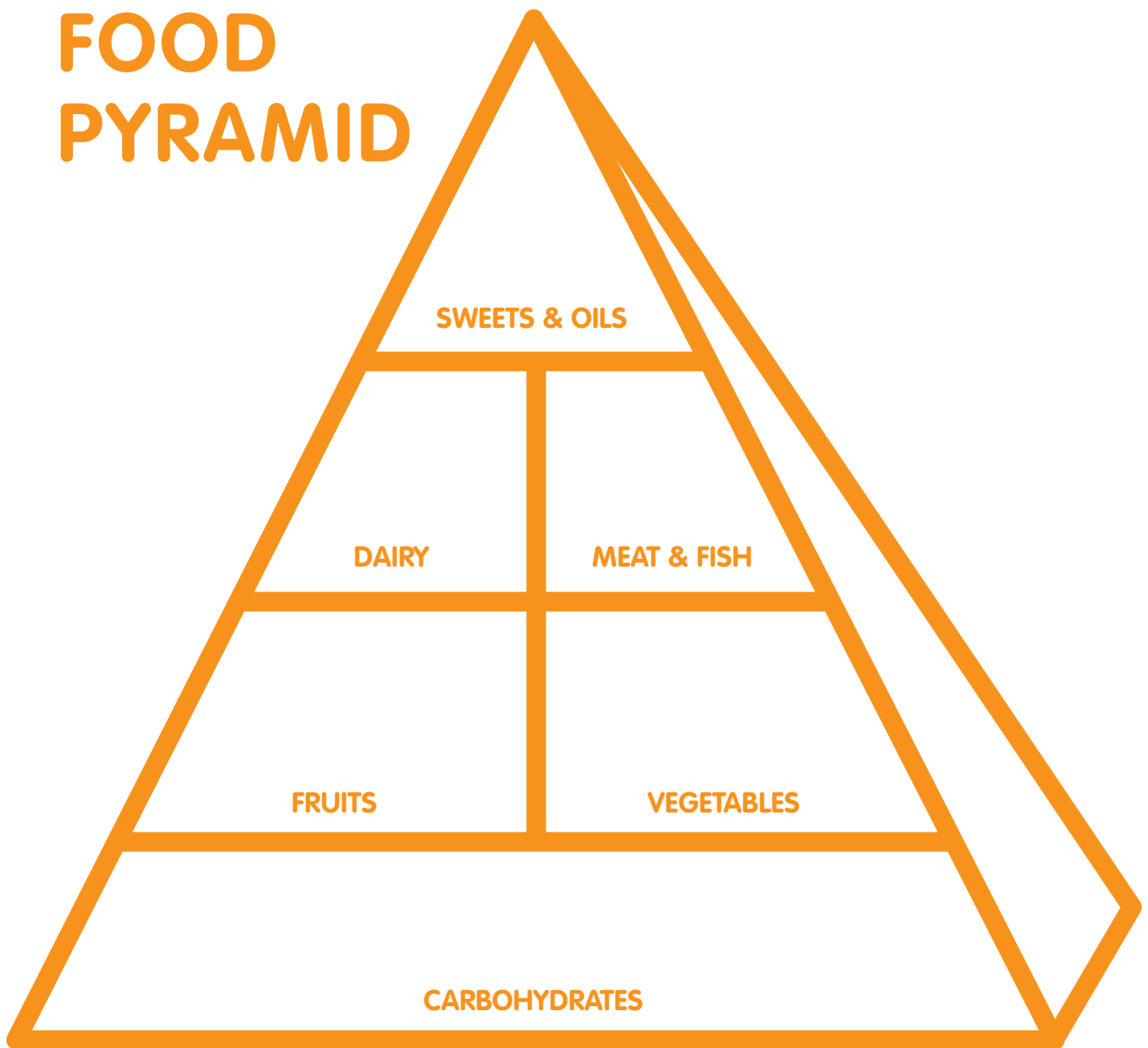
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FOOD PYRAMID



Food diary Worksheet

L.O.: To understand what eating healthily means

What did you eat for breakfast, lunch and supper and snacks yesterday?

Don't forget to include what you drank too!

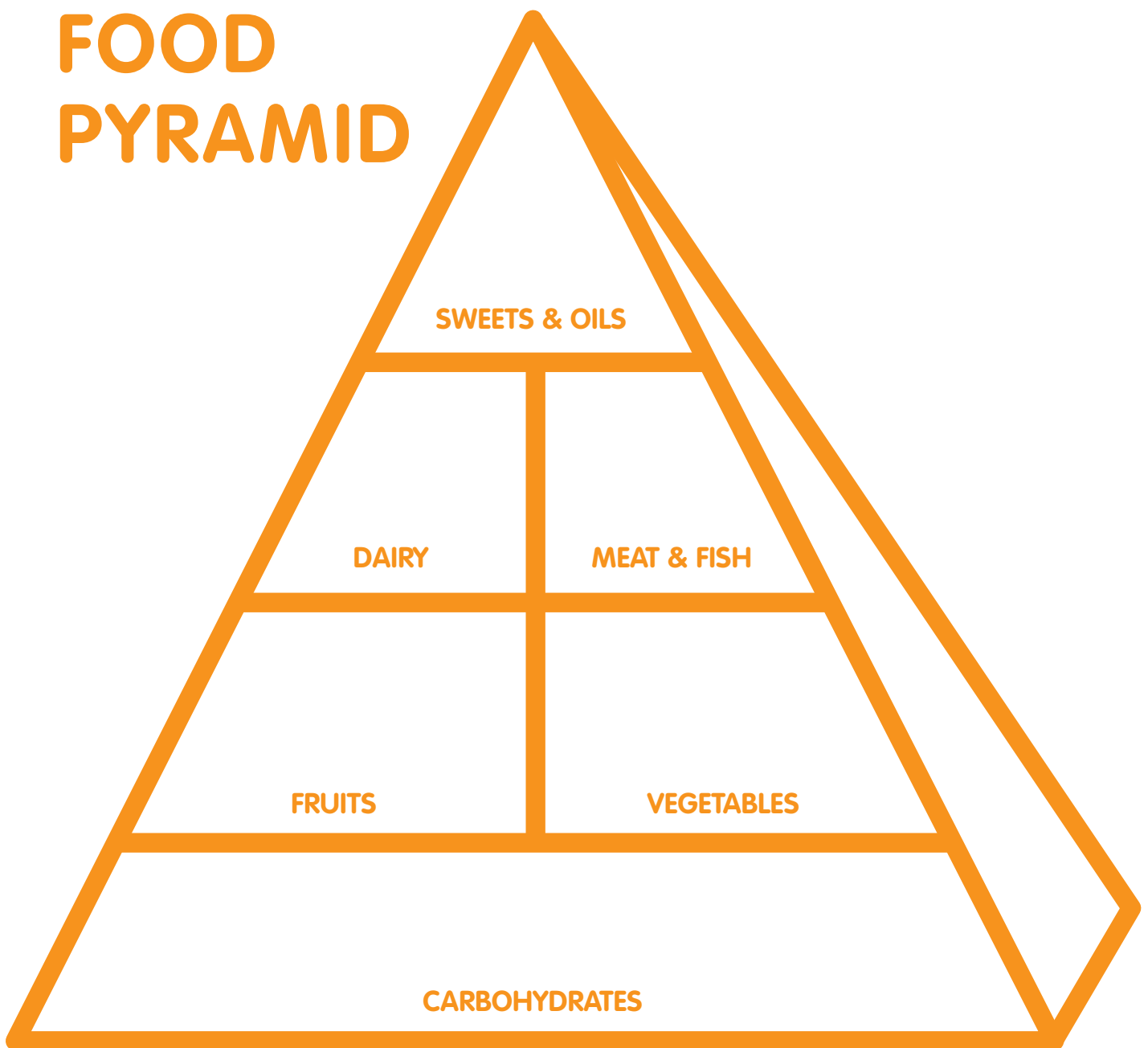
<p>BREAKFAST</p> 	
<p>LUNCH</p> 	
<p>SUPPER</p> 	
<p>SNACKS</p> 	

Food Pyramid

L.O.: To understand what eating healthily means

You need to look at your food diary. Then put a tick in the right part of the pyramid. For example, if you had cereal with milk for breakfast you could put one tick at the bottom of your pyramid (cereals), and one for dairy (milk). Then you need to decide if you ate healthily yesterday or not...did you have a balanced diet?

FOOD PYRAMID



Speaking/writing frames:

L.O.: To understand what eating healthily means

Yesterday I did eat healthily because

.....
.....

Yesterday I did not eat healthily because

.....
.....

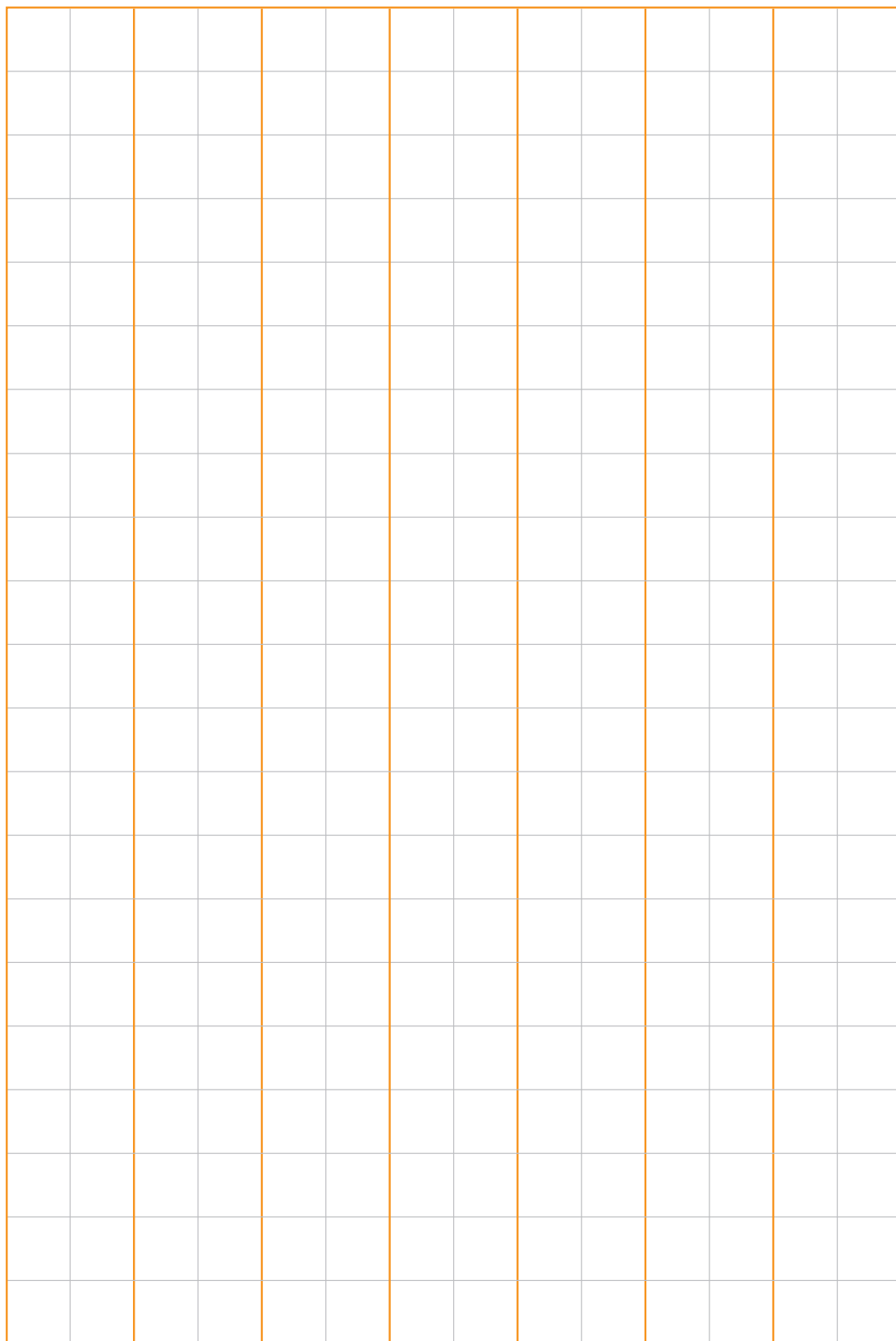
**I need to eat more/less.....
to be healthier.**

Tally Chart for Recording Data

Favourite Food Options	No. 1-5	No. 6-10	No. 11-15	No. 16-20

Block Graph Template

20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1



FOODS

Questions and speaking frames:

L.O.: To know we need to exercise to be healthy

Questions:

1. What activity did you do?

2. What parts of your body was it exercising?

3. How did you feel afterwards?

Speaking frame:

I just did

I was exercising my

Afterwards I felt

Worksheet

L.O.: To know that animals (including humans) produce young which grow into adults

First you need to work in your group to sort out your animal cards.

Can you match the adult to the baby?

Then choose 3 of your pairs and draw them and write their names in this table.

Adult	Baby