



Spring 2	Animals, including humans 1 - Growth					
Prior learning	Animals including Humans: Year 1 – parts of the human body					
Lesson objective	Describe the needs of animals for survival	Describe the needs of humans, for survival	Explore the importance of eating the right food	Describe what a healthy, balanced diet looks like	Investigate the impact of exercise on our bodies	Investigate the importance of hygiene
Key vocabulary	survival shelter nutrition oxygen essential	vital non-essential survive grow healthy	protein carbohydrate dairy vitamins calcium fat	balanced diet nutrients fresh food pre-cooked processed food	exercise strength flexibility balance coordination	hygiene prevent germs bacteria virus
Creative context						
Substantive knowledge	Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	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	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
Disciplinary knowledge	Using their observations and ideas to suggest answers to questions	Using their observations and ideas to suggest answers to questions	Identifying and classifying	Using their observations and ideas to suggest answers to questions	Performing simple tests Using their observations and ideas to suggest answers to questions	Performing simple tests
Recorded learning	Choose a picture of an animal. Ask children to draw/write what it needs to survive	Give a list of statements that are a mix of needs and wants. Sort them into two groups:	Using the pictures on the handout, sort the foods into the correct group on the food	Create a healthy plate of food that incorporates all the 5 food groups in balanced portions.	3 stations, exploring the effects of each activity on the body.	Complete the pepper soap hand washing investigation. Use the handout to



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	<p>around the edge, giving reasons why. Ensure they include details about their habitats, such as shelter to protect them from the sun/cold.</p> <p>Challenge Task: How might animals from different habitats adapt to ensure their essential needs are met?</p>	<p>'vital for survival' and 'wants'. Sort their lists in order of priority and to add their own ideas. Some children may</p> <p>Challenge Task: Ask the children to include a sentence about why they have prioritised their list in that order.</p>	<p>pyramid. Add own ideas to the food pyramid.</p> <p>Challenge Task: Ask the children to explain why each food group is important for human health.</p>	<p>Challenge Task: Ask the children to discuss which of the foods on their plates are fresh, pre-cooked or processed. Does this make their plate more or less healthy?</p>	<p>Station 1: Cardio - the children should observe the condition of their bodies while they are in a 'resting' state. After the exercises, they should record how their bodies have changed.</p> <p>Station 2: Balance - the children should test their balance. Ask the children to notice if they get better the more they practice.</p> <p>Station 3: Hand-eye coordination.</p> <p>Challenge Task: Ensure the children have included the importance of taking regular exercise in their conclusions.</p>	<p>record the process of the investigation.</p> <p>Challenge Task: Write a sentence to predict the outcome of the investigation.</p>
Future learning	Animals including humans: Year 3 Skeletons and muscles; Year 4 digestion; Year 5 Human development to old age; Year 6 circulation					