Science Medium Term Planning Sheet
2020/2021

Year 2	Term 4	Unit title – Animals including humans

Brief description of main content of this unit: Animals including humans
Sc2/2.3c describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Vocabulary: animals, humans, offspring, babies, growth, adults, young, cubs, lifecycle, change, record, label, draw, categorise, difference, similarities, toddler, child, teenager, experiment, development, incubator, basic needs, compare, carnivore, omnivore, herbivore, mammals, reptiles, amphibians, survive, nutrients, temperature, habitat.

Home learning links - https://classroom.thenational.academy/units/human-lifestyle-b28d
https://classroom.thenational.academy/units/the-animal-kingdom-3cfa

Lesson No.	Key Learning Objectives Linked to National curriculum (differentiated)	Activities & Teaching & Learning strategies (including assessment opportunities)	Cross curricular links
1	LI: To know that animals, including humans, have offspring, which grow into adults. Success criteria: ALL must be able to name some baby animals. MOST should be able to say how the animal changes as it grows. SOME could say which animal some babies will grow into.	**Hook – Creating a wildlife workshop** You could inform the children that they are going to be learning about how animals change, what animals need to survive and stay healthy. **Videos – Animals and their offspring** When looking at the photos, ask the children to work out the order of the animal's life cycle. http://www.bbc.co.uk/learningzone/clips/african-animals-and-their-young/12646.html https://www.bbc.co.uk/programmes/p011smwc http://www.bbc.co.uk/learningzone/clips/what-are-baby-animals-like/12670.html https://www.bbc.co.uk/programmes/p0117xbr Discuss key vocabulary Stages of life –baby, toddler, child, teenager, adult Recording	

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		In houses children have to match names of adult and young to their picture/family. Children draw a chosen animal young and old and draw and label the changes as it grows older. Explore which animals grow from eggs and which do not. Children decide which animal grows from an egg and which does not categorisation task. Revisit life cycles and explore some different cycles. Plenary Revisit David Attenborough (1926 -) Blue Planet See Kent plans and Twinkl lesson: How animals grow	
2	LI: To know that human offspring grow into adults. LI: To be able to observe using simple equipment. ALL must be able to name the different stages in a human timeline. MOST should be able to describe what humans are like during the different stages of their lives. SOME could collect and interpret results.	**Investigation over time – Chicken eggs** You could hire an incubator and some chicken eggs. There are companies now that will do this and ensure that the chicks are properly housed after you studies. Explain that as we get older we change. What changes have they noticed already? Discuss Explain where human babies grow and the development from a baby to an elderly adult. Recording Children draw pictures and create a timeline of the different stages of development. Children conduct an experiment. Do you get quicker as you get older? Children to use simple equipment in pairs. Children to record information in a table. Differentiated. Children could measure body parts of children of different ages Investigate relationships between age of children and size of body parts. Children can investigate the length of a body part (e.g. feet) of children of different ages across the school. To enable the children to measure using non-standard units, ensure that you have prepared a sheet with three different colour lines starting from the same start line and going across the page. One of the lines should be length of some of the smallest feet in the youngest class; the other lines need to be longer. Children therefore only need to record the	

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		number of children with feet that are the length of a particular colour of line. Children could show on a table the age of different children and the length of their feet. They could, with some support, show this information on a scatter graph. Plenary Key scientist Charles Darwin 12th February 1809-1882 See Kent plans/Twinkl lesson	
3	LI: To understand the basic needs of animals and humans. To be able to record data (flow diagram). ALL must be able to name the three things humans need to stay alive. MOST should be able to explain how an animals gets air, food and water. SOME could ask questions about a pet I have chosen.	Revsist Mrs Gren from Term 1. Animals have basic needs Discuss with the children what they think the needs are for every animal in order for it to stay alive. Ones they might identify: to maintain a comfortable body temperature, to avoid being eaten, to have space to grow, to have food, to be able to take in oxygen, to be able to have young in a place where they can survive. Compare the basic needs of humans and those of different types of animal. Look at classification of groups: mammals, reptiles, amphibians. Describe the different types of food we eat carnivores, herbivores and omnivores. Recording Children complete the basic needs activity sheet from Twinkl. Discuss habitats and caring for animals. Children find out about a chosen pet/animal. Plenary Twinkl quiz. John Aspinal and The Aspinal Conservation Trust See Kent plans/Twinkl Basic Needs lesson	
4	LI: To understand that different animals eat different foods ALL must be able to name different animals and the foods they eat. MOST should be able to explain how the animal is adapted to eat that food, SOME could explain why some animals eat only one food whilst others eat many different foods.	**Investigating animals. What do the children want to know?** Recording Investigative lesson to find out answers to questions: How is a carnivore adapted to eating meat? How is a sheep/cow adapted to eating grass? How has an omnivore adapted to eat both meat and plants? How is a penguin adapted to dive so far down? How is a polar bear adapted to the cold?	

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		How has a chameleon adapted to its surroundings? Why does a leopard have spots? Why is a shark blue on top and white underneath? Why does a tiger have stripes? Plenary Key scientist David Bellamy 18th January 1933- See Kent plans/ Twinkl	
5	LI: To be able to observe closely using simple equipment. Success criteria: ALL must be able to observe the changes from seed to plant. MOST should be able to observe closely and record what they see. SOME could explain the different parts of a tree or plant.	Investigation over time – children have planted beans and tomato seeds Revisit what plants need to grow and stay healthy plants. Revisit David Bellamy the Botanist and his discoveries. Show children a variety of seeds and plants and when they need to planted and how. Go through the instructions provided on the seed packet and the period of germination with the children. Explain that we will grow our own plants for school. Go through the different types of plants and their common names and latin names. Introduce groups of plants and the conditions they like to grow in e.g chalky soils, loom etc. Explain that the petals of some flowers can change colour by adding iron filings. Examine different types of Hydrangea. Recording Replant seeds into bigger pots and record size of seedling and photograph for books. Children to choose a variety of seeds to plant. In pairs children plant seeds for the garden/pots for Spring/Summer. Plenary Monty Don 8th July 1955- See Kent plans	
6	Assessment		