

**National Curriculum Objectives:**

- 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, and hygiene

**Key Vocabulary:**

adult, develop, diet, exercise, germs, hygiene, lifecycle, nutrition, offspring, pulse, carbohydrates, fruits & vegetables, protein, fats, dairy, oils and fats,

**Lesson 1: Lifecycles**

**Identify & Classify**

**Enquiry Question – What happens to animals as they grow?**



Recap animal classification from Y1. Choose a selection of different animals for the children to look at. Encourage the chn to discuss how the different animals change as they grow. Use secondary sources such as books and the internet (have books in provision – chn to create own life cycle), label and describe different stages in animal's life cycles. Watch and discuss human time lapse videos and discuss what they could do at each stage. Chn to have pictures of different animals and their offspring which they need to match, encourage the chn to discuss the differences between the different animals – e.g. humans, butterfly. In books, children to draw and label an animal as a baby and adult.

"A baby \_\_\_\_ is called a \_\_\_\_\_. \_\_\_\_\_ grow up into \_\_\_\_\_"

**Working Scientifically Skills:**

Asking questions	1
Gathering data	1, 2, 3
Recording data	4
Drawing conclusions	1

**Key Knowledge:** Know that animals have offspring (babies) and that these babies grow into adults.

**Lesson 4 : Food Types**

**Identify & Classify**

**Enquiry Question – Which types of food should I eat ?**



Explain to the chn that today they will be thinking about which food types are the best ones to eat to stay healthy. Chn to have pictures of different foods and they should sort them into different groups. Discuss groupings. Chn to sample different foods, discuss their taste, colour, do they know what the different foods are. Do they know why these foods are healthy? Discuss with the children which food they should eat more of and why.

**Working Scientifically Skills:**

**Lesson 2: Basic needs of animals**

**Identify & Classify**

**Enquiry Question – What does a baby need to grow?**



Tell them today that they are going to be thinking about what humans needs to survive. Show chn pictures of human baby, toddler, child, teenager and adult. Chn to name, describe, discuss and order the different stages. E.g. What are the differences between toddlers and babies? What things might people do during these different stages? E.g. go to school, go to work. What do they look like?

Encourage the chn to think about the different things that adults do to look after babies – food, water, air, shelter. Chn to draw in their books a picture of an animal and write around it what that animal needs to survive.

**Working Scientifically Skills:**

Asking questions	1
Gathering data	2, 3
Recording data	2, 3

**Key Knowledge:** All animals need air, water, food and shelter to survive.

**Lesson 5 : Food Types**

**Identify & Classify**

**Enquiry Question – Can you design a healthy meal?**



Introduce the 5 food groups & explain that scientists put food into these groups because they give your body different things that it needs. Discuss the different groups. Have the five groups up around the room and show picture on the board. Chn to move to the correct word. Record any discussions. Healthy meal person - chn to draw round each other and stick images of different types of food to represent acceptable or poor food choice. An unhealthy person might have doughnut eyes, chips for hair, A healthy person

**Lesson 3: Basic needs of animals**

**Identify & Classify**

**Enquiry Question – What do animals need to survive? (link to outdoor learning)**



Recap the last lesson with the children and ask them to name 3 things we need to survive. Can they name the needs of animals? Explain what would happen if needs are not met. Chn to make a list of things that make them happy. Sort into needs and wants. Explain to the chn that they are going on a Mission to Mars and that they need to have a think about the different things that they would need to take with them. Chn to discuss with their partner then share answers as a class. What would they need to take if they were a cat/fish? Scribe the answers on the board and ask the children if they think there are things they need and things that they want. Chn to have chance to discuss. Revisit the list and cross off items where possible. Discuss wants and needs with the chn. Chn that have pics to sort into wants and needs using a Venn diagram.

**Working Scientifically Skills:**

Asking questions	1
Recording data	8

**Key Knowledge:** Know the basic needs of animals including humans (water, food and air)

**Lesson 6 : Exercise**

**Enquiry Question : How does exercise affect my body ?**

Ask the chn how we can stay healthy, discuss their ideas and present the big question. Take the children outside and provide them with a range of different activities to do. Chn to carry out different exercise and discuss how these affect their body. Chn to think about which body parts they used when completing the exercise and how they feel after exercising. Children to complete a table to show their results.

**Working Scientifically Skills:**

Asking questions	1
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**Prior learning:**

Y1:

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

**Future Learning:**

Y3:

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement

**Working Scientifically Skills:**

- Asking questions
- Gathering data
- Recording data
- Drawing conclusions

Asking questions	1
Gathering data	2
Recording data	5

**Key Knowledge:** To be healthy we should eat the right foods in the right amount. We need to eat a balanced diet.

might have broccoli hair, grape fingernails Children should remember hat a small number of items from the top of the food pyramid should be included in a healthy diet.

**Working Scientifically Skills:**

Asking questions	1
Recording data	5

**Key Knowledge:** To grow into healthy adults we need to eat the right foods in the right amounts.

Gathering data	3
Recording data	8

**Key Knowledge:** Exercise affects different parts of our body. Our heart pumps faster and we breathe more quickly. Being active helps to keep us active.

**Lesson 7: Hygiene**

Observation over time



**Enquiry Question – Why is it important to wash our hands?**

Discuss germs with the children. Do they know what they are and why it is important to wash our hands?

Chn to carry out investigation to highlight the importance of hygiene and thorough hand washing.

Possible investigations:

Glitter

Bread

Children to write up the results of their investigation.

**Working Scientifically Skills:**

Asking questions	1, 2
Gathering data	1, 2, 3
Recording data	2, 3
Drawing conclusions	3

Make observations of experiment. Recording data – chn draw pictures to show results of experiment.

**Key Knowledge:** To stop illnesses and infections spreading, we must be hygienic and keep ourselves clean. Hygiene is important for staying healthy.

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**Key Vocabulary:**  
adult, develop, diet, exercise, germs, hygiene, lifecycle, nutrition, offspring, pulse, carbohydrates, fruits & vegetables, protein, fats, dairy, oils and fats,

Enquiry Question 1  
**What happens to animals as they grow?**

**Working Scientifically Skills**

Asking questions	1
Gathering data	1, 2, 3
Recording data	4
Drawing conclusions	1

**Key Knowledge:** Know that animals have offspring (babies) and that these babies grow into adults.

Below:

Absent:

Enquiry Question 2  
**What does a baby need to grow?**

**Working Scientifically Skills:**

Asking questions	1
Gathering data	2, 3
Recording data	2, 3

**Key Knowledge:** All animals need air, water, food and shelter to survive.

Below:

Absent:

Enquiry Question 3  
**What do animals need to survive? (link to outdoor learning)**

**Working Scientifically Skills:**

Asking questions	1
Recording data	8

**Key Knowledge:** Know the basic needs of animals including humans (water, food and air)

Below:

Absent:

Enquiry Question 4  
**Which types of food should I eat ?**

**Working Scientifically Skills:**

Asking questions	1
Gathering data	2
Recording data	5

**Key Knowledge:** To be healthy we should eat the right foods in the right amount. We need to eat a balanced diet.

Below:

Absent:

Enquiry Question 5  
**Can you design a healthy meal?**

**Working Scientifically Skills:**

Asking questions	1
Recording data	5

**Key Knowledge:** To grow into healthy adults we need to eat the right foods in the right amounts.

Below:

Absent:

Enquiry Question 6  
**How does exercise affect my body?**

**Working Scientifically Skills:**

Asking questions	1
Gathering data	3
Recording data	8

**Key Knowledge:** Exercise affects different parts of our body. Our heart pumps faster and we breathe more quickly. Being active helps to keep us healthy.

Below:

Absent:

Enquiry Question 7  
**Why is it important to wash our hands?**

**Working Scientifically Skills:**

Asking questions	1, 2
Gathering data	1, 2, 3
Recording data	2, 3
Drawing conclusions	3

**Key Knowledge:** To stop illnesses and infections spreading, we must be hygienic and keep ourselves clean. Hygiene is important for staying healthy.

Below:

Absent:

**Notes:**  
 TAPS Assessment.  
 Match animal to offspring  
[Y2eg Animals Match offspring.pdf](#)  
 Order animal life cycles  
[Y2eg Animals Order life cycles.pdf](#)  
 Importance of exercise  
[Y2eg Animals Exercise ideas WS Review.pdf](#)