

Science

Animals Year 2 (Animals including Humans)

Remember when

Grouped and described animals for mammals, fish, reptiles, amphibians and birds. (Y1)
Vertebrates are animals that have a backbone. (Y1)
Animals give birth to live young or lay eggs. (Y1)

Sticky knowledge

All animals have offspring that grow and change into adult animals.
A life cycle shows each stage of a plant or animals life.
All animals need water, food and air to survive.
The offspring of an animal does not always look like the adult.



Key vocabulary

Life cycle	Egg
offspring	Caterpillar
survive	Pupa
survival	Butterfly
adult	Eggs
Child	Tadpole
Growth	Frog
Young	Amphibians
Old	Mammal
Reproduction	Birds
Breathing	insects

National Curriculum

- 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

Common Misconceptions

Some children may think:

- an animal's habitat is like it's home.
- all animals that live in the sea are fish.
- a life cycle is perfectly circular (old people have babies, not younger adults)
- an animal's offspring is always a smaller version of the parent.

LO and enquiry type	Knowledge and Skills	Lesson outline
<p>Lesson 1</p> <p>LO: To understand what animals need to survive.</p> <p>Enquiry type: Research</p>	<p>SK: All humans and animals need water, food and air to survive.</p> <p>Skill: asking simple questions and recognizing that they can be answered in different ways.</p>	<p>What did humans need (A2) to survive?</p> <p>Building on from Y1 knowledge:</p> <p>How do you look after a pet? Do different pets need different things? (inc. exotic pets) Compare to wild animal survival. To move this on from year 1, children need to focus on the need for water, food and air- survival rather than how to be a good pet owner.</p> <p>In books: Sorting activity to show what animals need/don't need to survive.</p>
<p>Lesson 2</p> <p>LO: To know that adult and young animals may look different.</p> <p>Enquiry type: Research</p>	<p>SK: All animals have offspring that grow and change into adult animals.</p> <p>The offspring of an animal does not always look like the adult.</p> <p>Skill: identifying and classifying</p>	<p>Children to recap knowledge of animal groups. Then match up a range of animals with their offspring and write relevant facts about each. Include animals from each group learnt about in year 1.</p> <p>LA – Match up images of adult and offspring</p> <p>ARE/GD – Match up images of adult, offspring and given facts.</p> <p>Answer the question: Do young and adult animals look the same?</p>
<p>Lesson 3</p> <p>LO: To know the stages of the life cycles of mammals and reptiles.</p>	<p>SK: All animals have offspring that grow and change into adult animals.</p> <p>A life cycle shows each stage of a plant or animal's life.</p>	<p>Children to recap knowledge of animal groups. Discuss that not all off spring looks like the adult. How do animals gradually change throughout their life? These are what makes up the different stages of a life cycle. Some animals have more stages.</p> <p>Sequencing life cycles for mammals and reptiles.</p>

<p>Enquiry type: Observation /Comparison</p>	<p>Skill: observing closely, using simple equipment.</p>	<p>LA – With support, sequence a mammals life cycle and then sequence a reptile's.</p> <p>ARE – Sequence a mammal's life cycle and then sequence a reptile's life cycle.</p> <p>GD – Sequence a mammal's life cycle and then sequence a reptile's life cycle. Compare them.</p> <p>Discuss similarities and differences between the two life cycles.</p>
<p>Lesson 4</p> <p>LO: To know the stages of the life cycles of amphibians and birds.</p> <p>Enquiry type: Classifying, grouping and identifying</p>	<p>SK: All animals have offspring that grow and change into adult animals.</p> <p>A life cycle shows each stage of a plant or animals life.</p> <p>Skill: using observations and ideas to suggest answers to questions.</p>	<p>Children to recap knowledge of animal groups before sequencing life cycles for amphibians and birds.</p> <p>LA – With support, sequence an amphibian's life cycle and then sequence a bird's.</p> <p>ARE – Sequence an amphibian's life cycle and then sequence a bird's life cycle.</p> <p>GD – Sequence an amphibian's life cycle and then sequence a bird's life cycle. Compare them.</p> <p>Discuss similarities and differences between the two life cycles.</p>
<p>Lesson 5</p> <p>LO: To know the stages of the life cycles of an insect (caterpillar)</p> <p>Enquiry type: Observation</p>	<p>SK: All animals have offspring that grow and change into adult animals.</p> <p>A life cycle shows each stage of a plant or animals life.</p> <p>Skill: observing closely, using simple equipment.</p>	<p>Use photographs to create the life cycle of a caterpillar. Discuss the life cycle and the different stages. How does the caterpillar change before/after it is cocooned? Teaching point- Discuss similarities/differences between a butterfly and a caterpillar (no similarities).</p> <p>LA – With support, sequence an insect's life cycle</p> <p>ARE – Sequence an insect's life cycle</p> <p>GD – Sequence an insect's life cycle.</p> <p>Compare the life cycle of an insect to those of the other types of animals.</p>
<p>Lesson 6</p> <p>LO: To be able to recall what we have learned</p> <p>Enquiry type: Research</p>	<p>SK: [All SK from this unit]</p> <p>Skill: asking simple questions and recognising that they can be answered in different ways</p>	<p>Create a consolidation of what children have learned during this unit. This can be displayed in different ways – presentations, mind maps, pictures, gathering physical evidence, oral notes. Teachers to decide which style of presentation is best for their classes.</p> <p>This could include giving children mixed photos from different life cycles and asking them to work together to create the different life cycles. Could potentially be done as a relay race game. Photo evidence.</p>
<p>Working towards</p>	<p style="text-align: center;">End of unit assessment</p> <p style="text-align: center;">Working at Age related expectations</p> <p style="text-align: right;">Working at a greater depth</p>	