		Sci	ence	
		Humar	ns Year 2	
	(A	nimals inclu	uding Humans)	
Animals give b Sticky knowle All humans an in order to sum Good hygiene illness. To stay health to eat healthy enough sleep.	e animals that have a back birth to live young or lay egg edge d animals need to feed, dri	gs. (Y1) nk and breathe ections and idult, you need t teeth and get	HEALTHY LIFESTYLE	Key vocabulary diet elderly exercise toddler fruit baby adult teeth healthy hygiene life cycle medicine
What humans e.g. baby- nap starting schoo children. National Curr • Notice	that animals, including hu	it each life stage king, child- lult- having mans, have offspr	ring which grow into adults imals, including humans, for survival	nutrition offspring proteins survive survival vegetables Meat Fish Eggs pasta
hygier Common Mis Some children • respira • breath	ne conceptions		eating the right amounts of different ty	pes of food, and
LO and enquiry type	Knowledge and Skills	Lesson outline		
Lesson 1 LO: To understand the life cycle of a human. Enquiry type: Research	SK: What humans can do/ will be able to do at each life stage e.g. baby- nappies/crawling, toddler- walking, child- starting school, teenager- high school, adult- having children. Skill: gathering and recording data to help in answering questions.	 Discuss the difference between needs (survival) and wants. Warm up activity – sort images of survival needs and things that are 'wants' in small groups. As a class discuss how they sorted them and highlight the key needs for survival (water, air, food). Introduction to life cycles. Explore and sequence a human life cycle. Bring in baby photographs (if possible). What are the different needs for babies/children/adults? How is each stage different? What are babies/toddlers/children/adults/elderly able to do/not do? Discuss why some people need medicine in order to live healthily. Discuss the order of the life cycle. Is it a complete circle – why? (Old people tend not to be the ones to have babies) LA – sort images of human life cycle and labels into the correct order ARE – sort images of human life cycle into the correct order and label each stage 		
		GD – sort images of human life cycle into the correct order, label each stage and state something humans can do at that stage in their life that they couldn't do before.		

Lesson 2 LO: To know	SK: We should eat a balanced diet with a range of different foods.Skill: asking simple questions and recognising that they can be answered in different ways	Children to take part in various exercises to investigate the effects of exercise on their body.
why humans need		Superhero Training School (p.25) - Pupil's aim to be as fit and healthy as they can by the end of the week. Pupils to record data.
exercise. Enquiry type:		LA – state whether their heartbeat is slow, quick or very quick after each exercise. Group discussion on why exercise is important for humans.
Observation over time		GD – clearly explain why exercise is important and the effects it has on the body.
Lesson 3	SK: To stay healthy and	Discuss the food groups and sort different foods into the correct groups.
LO: To know why we need a balanced diet. grow into a healthy adult, you need to eat nutritious foods, exercise, brush your teeth and get enough sleep.		Shared activity - You are what you eat: Children mind map different foods around a healthy and an unhealthy person.
		Discuss the need for a balanced diet – it is okay to have small amounts of fat/sugar but this should not be the main source of food in anyone's diet.
Enquiry type: Classifying, grouping and Identifying	A balanced diet is made up of five food groups, including: fruit and vegetables, carbohydrates, proteins, dairy and fats.	Sort foods under Eat Well plate headings (use meat/fish/eggs instead of protein and bread/pasta instead of carbohydrates).
		LA: given fewer foods to sort with some foods already placed on the EatWell plate to help them to match similar foods.
	We should eat more fruit and vegetables (5 a day)	GD: Explain why we should not have too much fat and sugar in our diets.
	Skill: identifying and classifying.	
Lesson 4 LO: To know why hygiene	SK: To stay healthy and grow into a healthy adult, you need to eat healthy foods, exercise, brush	Discuss different ways of maintaining hygiene, choose different methods and write about why this is important (washing, cleaning fingernails, washing hair).
is important.	your teeth and get enough	LA - Create a poster to draw different hygiene methods.
Enquiry type: Research	sleep. Good hygiene is important to prevent infections and illness. Skills: performing simple tests.	GD – Explain the effects of not following different hygiene routines.
		Germs: Use sanitizing gel and glitter to indicate germs on hands. The child should then touch the hands of others, and different surfaces, to show how easily germs can spread. Child to try rinsing their hands with water, and then washing properly with soap, to show how important proper handwashing is.
		Story: Whiffy Wilson, the Wolf who Wouldn't Wash by Caryl Hart
Lesson 5 LO: To know why we need to look after our teeth.	SK: To stay healthy and grow into a healthy adult, you need to eat healthy foods, exercise, brush your teeth and get enough sleep.	Discuss dental hygiene and rules for healthy teeth – brush twice a day for 2 minutes. Use toothbrush and toothpaste in circular motions. When you are older, you can use mouthwash and dental floss also. Possible visit from a dental nurse/hygienist. Use 2-minute timer to show how long children should brush teeth for. Possibly use disclosing tablets (need permission from parents).
Enquiry type: Research	Good hygiene is important to prevent infections and illness.	
	Skill: asking simple	LA/ARE - Ordering instructions on how to brush teeth. GDS - Ordering instructions on how to brush teeth. Explain what could
	questions and recognising that they can be answered in different ways	happen if teeth are not brushed correctly.
Lesson 6	SK: To stay healthy and grow into a healthy adult, you need to eat healthy foods, exercise, brush your teeth and get enough sleep.	What have we learned this half term? Why is it important?
LO: To know why we need to stay healthy		Discuss with children what might happen if they don't brush their teeth, wash, eat healthily, exercise.
to stay neating		Children to mind map what they have learned across the half term, including what might happen if they don't take care of themselves and stay healthy.
Enquiry type: Research	Skill: asking simple questions and recognising that they can be answered in different ways	
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Working towards	End of unit assessment Working at Age related expectations	Working at a greater depth