End of Unit Goals

Pupils will be able to:

- 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

Prior Knowledge

Can classify into vertebrate (groups) & invertebrates. Can classify into carnivores, herbivore & omnivores (Animals Yr1) Can link 5 senses to sense organs (Animals Yr1)

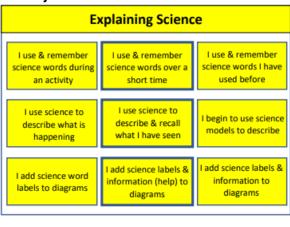
Knows 7 processes of life – growth, nutrition (Living things Yr2)

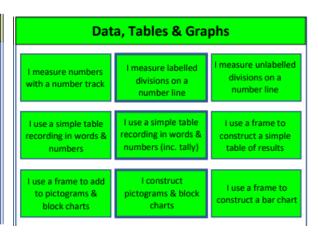
Habitat provides basic needs –, water, heat, food (Living Yr2)

Plant life cycle (comparative stages) (Plants Yr2)

Matter exists as solids, liquids & gases (Materials Yr2)

Skill Objectives





Enquiry Types



Researching



Patterns



over time



Fair testing

Key Vocabulary

Baby, offspring, toddler, child, adolescent, teenager, adult, reproduction, growth, water, hydrated, food, nutrition, diet, balanced, air, oxygen, breathing, respiration, exercise, fitness, heart rate, pulse, hygiene, microbes (bacteria, viruses, fungi), number track, number line, division, table of results, cause, effect, pictogram, block, block chart, bar, bar chart, axes, coordinate.

Important Scientists



Maurice Hilleman (1919-2005) American scientist who developed the MMR vaccine that greatly reduced childhood deaths for measles, mumps and rubella. In 2010 Andrew Wakefield falsely linked MMR with autism. This is still causing significant harm through reduced vaccinations by worried parents.



Joseph Lister (1827-1912) British Doctor who revolutionised surgery by using antiseptics (carbolic acid) to prevent infections. He used Louise Pasteur's earlier 'germ theory' in his work. His results though weren't without problems – carbolic acid is toxic.

Common Misconceptions

All baby animals are little versions of their parents. Animals only need food & water to live. Some animals, like worms, eat soil. Fats are bad for you. Dieting & fruit drinks are good for you. Running is bad for your knees. Exercise can overcome a bad diet. Exercise takes too much time. Exercise needs to hurt for you to get fit. Everyone knows how to wash their hands.

Session	Knowledge	Skill	Enquiry Opportun	Extension	SEN	
	Objective	Objective	. , , ,	Opportunities		
1	WOW- Change for Life Visit (Smoothie Making)					
1	Explore and discuss skills and knowledge that will be covered in unit.					
2	What	I can	Recap	Construct own table and	Pre-teach	
	happens as	recognise	Link to Y1 coverage	headings	vocabulary for	
	we grow?	different	Main		stages.	
		stages of	Provide small groups o	of	Provide with	
		the life	children with pictures	of	labels for	
		cycle.	humans at different st	ages.		

			/h-h4-d-U		-1:44
			(baby, toddler, teenager). What order can we put them in? What labels can we use? Allow time for chn to label different stages. Provide with word bank to support. What is different about each stage? Discuss each stage. Plenary Stages game. Give definition of stage and children give the name of the stage to reinforce vocabulary. Key Vocabulary Growth, baby, toddler, child, teenager, adult,		different stages to cut and stick.
2	What happens as we grow?	I can use a simple table to record numbers.	Recap Work in small groups to record as many stages learned from previous session. Main Investigate e.g. handspan, arm length, foot length (Will get longer as we get older?)-Allow opportunity for chn to discuss what we could investigate. Take ideas from chn and set up investigation e.g. When we grow our handspan gets wider. Chn to measure handspan of chn in Reception, Y1 and Y2. How can we record the results? Show chn table. Chn complete a simple table to record measurements. Plenary Discuss what the table shows. Provide with stem sentences to support. Key Vocabulary Growth, baby, toddler, child, teenager, adult, handspan. measure	Describe the variation.	Support with measuring and reading scale.
3	What do we need to survive?	I can sort foods into different groups.	Recap Recap processes of life from previous unit. Can you recall Mrs Gren? What do we need to survive. Discuss. (Food, water, oxygen). What happens if we don't get these? Main Go through ppt. Introduce a balanced diet. Why do we need it? What foods should we eat a lot of,small amount of etc, use	Describe why it's important to have carbohydrates, protein etc. Use stem sentences and word bank to support.	Pre-teach voabulary using widgets. Provide with only 2 sorting criteria.

4	What do we need to survive?	I can make a block graph.	food pyramid to look at this and introduce the children to the vocabulary for different food groups (carbohydrates, fruit and vegetables, proteins, fats and sugars. Chn sort food pictures into three groups, eat lot of, more, least. Key Vocab Water, food (nutrition) air (breathing, respiration, balanced, obesity, starvation Plenary Recap groups. Why do we need _? Discuss Chn to keep food diary for a week for next session of making block graph. Clip to watch https://www.youtube.com/watch?v=sQN8HWI6Svk Recap Why do we need a balanced diet. What food groups can we name? Why do we need _? Main Model using 2simple graph tool to make block graph of fruit eaten over a week. Chn make block graph using 2simple graph tool to show the number of fruit eaten each day using the diary. Plenary What does our block graph show us? Discuss Key Vocabulary Block graph, most/least popular	Chn to answer questions about block graph. Which day did you eat the most fruit? Which day did you eat the least fruit?	Pre-teach fruits using widgits. Have real life examples.
	How can	I can label what happens to	Recap What have we been learning over the past few sessions?		Pre-teach vocabulary
5	more healthy?	my body before and after exercise.	Main Focus upon how children are in a rested position. Discuss. Think about heart, face, skin, legs and breathing before exercise. Talk about our pulse and what it is. How does it feel when we are rested? Allow time for chn to feel their pulse.		Provide with before/after exercise table and main areas to look at for the body changing. Provide with a word bank of words to choose from

			Chn stick picture of themselves into book and label body before exercise. Get chn to carry out different exercises. How do you feel now? Take pulse – what is happening? Why? Chn label themselves about what has happened to their body after exercise. Plenary What new word have you learned from this session?		
			Discuss Key Vocab exercise, fitness (heart rate/pulse), lungs		
6	How can we be more healthy?	I can construct and use a tally chart table.	Recap What happens to our body when we exercise? Main What is our favourite type of exercise? Discuss. How can we show this? Model showing our favourtite exercise in a tally chart. Plenary Which is the most popular/least popular exercise? Key Vocabulary Tally chart, exercise	Explain in a sentence which is the most popular/least popular exercise	Adult support to read exercises and guidance with marking tallies.
7	Why is it important to be clean?	I can recognise ways to keep clean. I can observe and record	Recap Main Using ppt discuss ways of keeping clean. Make class mind map and add to working wall. Carry out experiment using one table for each image to record for Put glitter on hand. Record: Hand before cleaning Hand after wiping with a paper towel Hand after washing in cold water Hand after washing in warm water Chn explain what happened using stem sentences: When the hand wasn't clean it wasfully covered with glitter.		Pre-treach vocab with widgits. Verbally describe to adult . Adult to scribe.

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	When the hand was wiped
	with a paper towel it was
	_half covered with glitter.
	When the hand was washed
	with cold water it was
	_partially
	Covered with glitter.
	When the hand was washed
	in warm water and soap it
	had _no
	glitter on.
	Plenary Finish lesson with
	chn in cirle. Each child
	shakes hand with child next
	to them to demonstrate how
	bugs are passed around
	when we touch each other.
	Key Vocabulary
	hygiene, microbes (bacteria,
	fungi, viruses)
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Useful Texts, Website & Resources

Purple Mash- 2simple graph

Ready Steady Mo!

Oliver's Fruit Salad- Vivian Frensh & Alison Bartlett

Keeping my body healthy-https://www.youtube.com/watch?v=sQN8HWl6Svk