

YEAR 2 ANIMALS, INCLUDING HUMANS PLANNING

Class: **Term:** **Subject: Science** **Unit: Animals including Humans**

Differentiation and support (Detailed differentiation in weekly plans.) SEN: provide writing frames for work. Support from more able partners in mixed ability work. Additional adult support. GT: work in books rather than on writing frames. Encourage accurate use of scientific vocabulary. Provide extension activities to apply their own knowledge and to research information independently	English: extracting information from video clips and texts, explanation texts and new vocabulary Maths: sequencing and sorting, measuring and drawing a graph ICT: videos on IWB, learning from online activities and websites, using images and text, graph in Excel Art: creating a poster on how exercise helps us PSHCE & PE: learning how to stay healthy, difference between needs and wants, giving posters on exercise to younger class
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W	Learning objective	Teaching activities	Resources	Assessment: Success Criteria
1	To understand the basic needs of animals, including humans, for survival (40 mins)	<p>Intro: Ask children to think, pair, share what people need in order to live Watch the video on animals, their basic needs and some adaptations that animals have at http://www.youtube.com/watch?v=9juC9JQ7Vxs and http://www.youtube.com/watch?v=X_DvYEfuCvU Explain that all animals need oxygen, water and food Ask children to describe the difference between something that we <i>need</i> and something that we <i>want</i> Explain that if we <i>need</i> something, without it we would die; if we only <i>want</i> something, then we can survive without it Explain independent work</p> <p>Main: Give children a table with headings of 'Need' and 'Want' Children need to cut and stick images representing the following in the correct column of the table: Needs: air / oxygen, sleep, food, water, shelter and to excrete (get rid of waste) Wants: friends, television, fizzy drinks, toys, computer and sofa Lower ability to cut and stick items on to a worksheet; higher ability to do this in their books Extension: Children to use non-fiction books to find out some of the ways that different animals get what they need to survive e.g. by breathing through lungs or gills</p> <p>Plenary: In pairs, children compare their work, discussing any differences Revise the difference between needs and wants, and what people need to be able to survive Ask children to give some different ways that animals get what they need, either from their research or from the videos at the start of the lesson</p>	Videos open and with ads skipped and / or closed Worksheets Items to cut and stick Scissors Glue Non-fiction books on animals (for extension)	<p>MUST: know <i>some</i> of the things that people need to be able to survive</p> <p>SHOULD: know <i>all</i> of the things that people need to be able to survive</p> <p>COULD: research some of the different ways that animals get what they need</p>

2	<p>To describe the importance for humans of eating the right amounts of different types of food</p> <p>(35 mins)</p>	<p>Intro: Ask children to explain why we need to eat different types of food Ask them which foods we should not eat too much of and why we should not eat too much of them https://www.bbc.co.uk/programmes/p01195z9 (if the link does not work, Google 'BBC science clips Food needed by the human body')</p> <p>Main: Watch the video (a few times more or stopping it at suitable places), with children using the information in it to answer questions on a 'fill in the blanks' answer frame There is a choice of answers given in a box at the top of the worksheets (Explain that children will need to use one answer more than once) Lower ability and children with larger handwriting to use two separate worksheets, meaning they also have fewer choices of answers for each Higher ability children to answer on just the one worksheet, meaning that they have a greater choice of answers to choose from</p> <p>Plenary: Collect in worksheets In pairs / small groups, have a competition, asking children questions based on the video, with them giving just one word answers Have children swap their answers with another pair / group and mark each other's Award points to pairs / teams who got the most right answers Watch video at https://www.bbc.co.uk/bitesize/clips/zwwjtf (if the link does not work, Google 'BBC video The long term effects of unhealthy food choices') Highlight how the children in the school know about healthy eating, but still don't always make the right choices Also focus on the part where the children are 'aged' and explain the health problems that they are suffering from due too much salt, sugar or fat</p>	<p>Check videos open and play OK</p> <p>Worksheets</p>	<p>MUST: understand that we get different types of nutrition from different foods</p> <p>SHOULD: correctly answer questions on eating a varied diet, with <i>fewer</i> answers to choose from</p> <p>COULD: as above, but with a <i>greater</i> choice of answers</p>
3	<p>To describe the importance for humans of exercise</p> <p>(40 mins)</p>	<p>Intro: Ask children to think, pair, share some different ways that we can exercise Ask children to think, pair, share some different ways that exercise helps us Watch the video on the benefits of exercise at https://www.youtube.com/watch?v=-lxg-35Xo_o (pause the video to explain further as and when needed) Ask children to think about how their bodies change when they do exercise e.g. increased heart-rate, breathing more often and sweating Ask them to think about how they feel after doing exercise Read through the list of ways that exercise can help us</p> <p>Main: Children to create a poster about the benefits of exercise to give to a younger class</p> <p>Plenary: Children to give their posters to a child in a younger class and explain what they show</p>	<p>Check video opens and plays OK</p> <p>Colouring pencils / felt tips / crayons</p> <p>Blank paper</p>	<p>MUST: understand that exercise is good for us</p> <p>SHOULD: know <i>some</i> of the specific ways that it helps us</p> <p>COULD: know <i>more</i> of the specific ways that it helps us</p>

4	<p>To describe the importance for humans of hygiene</p> <p>To understand some of the methods of being hygienic</p> <p>(40 mins)</p>	<p>Intro: Ask children if they have heard of the word 'hygiene' before, and if so, what they think it means Explain that hygiene is about how we stop ourselves getting ill Ask children to think, pair, share ways that we clean ourselves and the products that we use to do this Explain how we pick up germs when we touch things, particularly when we go to the toilet, play in places where animals go to the toilet, when we cough or sneeze and when we are around people who are ill Explain how our bodies secrete oil on to our skin to keep our skin a bit moist and that this makes it easier for microbes and germs to stick to us, this is why we need to use soap to wash our hands (to break up the oil), and not just water on its own Explain how we use cotton buds to clean our ears to stop the wax building up in them (but we need to be very careful not to push them in too far and should never do this without an adult being with us) Explain how when we cough or sneeze, we can spread germs, so we should use a tissue to sneeze into (or at least cover our mouth / nose) Explain how plaque and bacteria build up on our teeth throughout the day Show children the investigation on washing hands at https://www.bbc.co.uk/programmes/p0119qgs (if link does not work, Google 'BBC science clips importance of hand-washing') Discuss how the scientists made a fair test and what the investigation proves</p> <p>Main: Give children a table with 3 columns: 'Image', 'Product' and 'How We Use It' In the image column, children are given an image of a method of being hygienic e.g. clipping our nails The children need to fill in the Product and How We Use It columns e.g. Nail clippers and To cut our nails The table covers the following examples: nail clippers, soap, shampoo, tissues (for sneezing), toothbrush, nailbrush, shower gel and cotton buds (for cleaning ears) Lower ability children given a choice of answers; higher ability children not given a choice of answers Extension: Add some of their own examples</p> <p>Plenary: Ask children to compare their work with a partner and discuss any differences Revise the word hygiene and what it means Explain what the word presentable means Discuss with the children how some of the things that we do are for hygiene reasons, and they also make us look or smell nice Ask children to vote on whether each of the following is for hygiene or for presentable: wearing perfume / aftershave, combing / brushing our hair, brushing our teeth with toothpaste, covering our hand when we cough and painting our nails Ask some children to justify their choice for each one of the above</p>	<p>Check video opens and plays OK</p> <p>Worksheets</p>	<p>MUST: understand what it means to be hygienic and identify some ways of being hygienic from a choice of answers</p> <p>SHOULD: as above, but <i>without</i> choice of answers</p> <p>COULD: add some of their own examples of how we can be hygienic</p>
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To access the complete [Year 2 Animals, including Humans planning](http://www.saveteacherssundays.com/science/year-2/401/), and all of the resources needed to teach it, visit:

<http://www.saveteacherssundays.com/science/year-2/401/>



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