





# Springdale First School








*Imagine, Believe, Achieve*

Year 2. Science

What do animals need to survive and to be healthy?

 Children's prior learning in this area	 Cultural Capital Opportunities	 Key vocabulary and glossary
<p><b>Understanding the World - Reception</b></p> <ul style="list-style-type: none"><li>• Discover the natural world around them</li><li>• Understand the terms omnivore, herbivore, carnivore</li><li>• Make observations and draw pictures of animals</li></ul> <p><b>Prior learning – Year One.</b></p> <ul style="list-style-type: none"><li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li><li>• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li></ul>	<p>Life Bus Visit related to being healthy</p> <p>Links to PHSE – Healthy Me puzzle.</p> <p>Visit from a parent who works in related field: personal trainer/gym instructor/nutrition</p> <p>Research the Scientist “Charles Darwin”</p> <p><a href="#">Who Is Charles Darwin   Charles Darwin For Kids   DK Find Out</a></p>  <p>Charles Darwin</p>	<p><b>Anchor words</b></p> <p>Animal, body, grow,</p> <p><b>Goldilocks words</b></p> <p>Survival, survive, needs, Water, Air, Food, Exercise, Hygiene heartbeat, breathing, germs, disease, food types – e.g. meat, fish, vegetables, bread, rice, pasta), sugary, fatty, healthy unhealthy,</p> <p><b>Step on words</b></p> <p>Nutrition, nutrients, development</p>

Enquiry Question What do animals need to survive?	Enquiry Question What do humans need to eat to be healthy?	Enquiry Question What do humans need to eat to be healthy?
<p><b>Concept</b> Present findings</p> <p><b>Enquiry type</b> Research using secondary sources</p>	<p><b>Concept</b> – Gather and record results</p> <p><b>Enquiry type</b> – Identify and classify</p>	<p><b>Concept</b> Present findings</p> <p><b>Enquiry type</b> – Identify and classify</p>
 <p>All animals, including humans, have the basic needs of feeding, drinking and breathing that must be satisfied in order to survive. Activate prior knowledge that different animals need to eat different kinds of food – recall carnivore, herbivore and omnivore and definitions.</p> <p><i><b>Practise:</b> Select the basic needs of an animal from a selection of wants and needs.</i></p> <p><i><b>Apply:</b> True/false with above knowledge.</i></p> <p><i><b>Deepen:</b> Research the needs of a pet to help someone who has gone on holiday.</i></p> <p><i>Basic needs e.g. of a dog, cat, budgie and chameleon. Have basic info in fact boxes stuck around the room – each group to have a big scaffolded poster to fill out but different pairs/individuals assigned roles of which animal they will research and report back to the group and add to poster.</i></p>	 <p>Animals need the right amounts and types of food to help them grow, repair their bodies and stay healthy.</p> <p>The Eatwell plate classifies foods into five main food groups.</p> <p>The Eatwell plate shows us the types of food humans should eat and how much of each type we need to stay healthy.</p> <p>Identify, group and classify by grouping food items according to the food groups of the Eatwell plate.</p> <p><i><b>Practise:</b> Eatwell plate, identifying and classifying foods into their food groups.</i></p>	 <p>Humans need to eat the right amounts and types of food and this is shown on The Eatwell plate.</p> <p>We should only eat a limited amount of fatty and sugary foods as these are unhealthy.</p> <p><i><b>Apply:</b> Planning a well balanced breakfast, lunch and dinner for one day.</i></p> <p><i><b>Deepen:</b> Discussion: How do people with food intolerances such as a dairy intolerance or vegetarians/vegans ensure they have a balanced diet? OR – Discuss: Fruit juices must be healthy because they are made from fruit – discuss tht the juice doesn't have the other healthy parts of the fruit and just having the juice means you take in a lot of sugar very quickly which is unhealthy for your teeth as well as the rest of your body. Whilst fruit has sugar, eating a whole piece of fruit is better because your body gradually breaks it down and you don't get a big rush of sugar in your body.</i></p>

<p><b>Enquiry Question</b> Why is good hygiene important? Can we ask scientific questions and find ways of answering them?</p>	<p><b>Enquiry Question</b> Why is exercise important? Can we ask scientific questions and find ways of answering them?</p>
<p><b>Concept</b> Plan, set up and perform an enquiry; observe closely <b>Enquiry type:</b> Comparative testing</p>	<p><b>Concept</b> Plan, set up and perform an enquiry; observe closely; gather and record results; interpret results – answer the question <b>Enquiry type:</b> Comparative testing</p>
 <p>Good hygiene is important in preventing infections and illnesses. You can maintain good hygiene by brushing your teeth and washing your body and hair regularly. Children should be able to identify when to wash your hands/body and how often to brush your teeth. Louis Pasteur was a French scientist born in 1822. Louis carried out some experiments to prove that germs are living things that can spread between objects and people, through touch or through the air. Children should recognise that they can answer questions in different ways. <b>They should suggest ways to discover an answer or solve a problem through guided questioning from the teacher.</b> They should be able to perform a simple test related to hygiene, e.g. germs /handwashing.</p> <p><i><b>Practise:</b> Multiple choice quiz – circle the correct answer for above knowledge.</i> <i><b>Apply:</b> Germ investigation – Discuss ways to investigate and then investigate which method is the best for removing germs – paper towel, water or water and soap. Ensure children are aware of how they will observe closely to answer the question.</i> <i><b>Deepen:</b> Interpret the results and answer the question – which method is best for removing germs - this could be just oral, but could be written.</i></p>	 <p>Exercise keeps animal’s bodies in good condition and increases survival chances. Exercise makes you feel warmer. Your breathing gets faster and your heart beats faster. Exercise keeps our bodies healthy, especially our heart, lungs, bones and muscles. Children should recognise that questions can be answered in different ways. <b>They should suggest ways to discover an answer or solve a problem through guided questioning from the teacher.</b> They should be able to perform a simple test related to exercise. <i><b>Practise:</b> True/false statements related to the above knowledge.</i> <i><b>Apply:</b> Which exercises keep our heart and lungs healthy? Discuss different ways of carrying out enquiry. Carry out a simple test to determine which exercise out of a few choices make your heart beat faster and makes you breathe faster. Brief discussion on predictions. Record observations in a table – tick/cross whether it made your heart beat faster and breathe faster.</i> <i><b>Deepen:</b> Refer to results to answer the question. Give stem sentences: _____ keeps our heart and lungs healthy. I know this because... This could be oral use of stem sentences rather than written.</i></p>



