Imagine, Believe, Achieve

Springdale First School

Year 2 / Science / Animals including humans

Children's prior learning in this area	Cultural Capital Opportunities	Key vocabulary and glossary
Yr 1 - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense **Yr 2 Aut -** 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.	Visiting a farm to see lambing, e.g. Kingston Maurwood Visiting Abbotsbury Swannery to see nesting swans and cygnets A pupil's mum with a young baby to visit to talk about baby's growth and development over time 	growth stage old/young baby toddler child teenager adult offspring kitten/cat calf/ cow lamb/sheep kid/goat caterpillar/butterfly foal/horse piglet/pig cygnet/swan tadpole/frog

Enquiry Question What are offspring? Which animals give birth to live young and which animals lay eggs?	**Enquiry Question** Do all offspring look like their adult when they are born?	**Enquiry Question** How do some animals change as they grow from offspring to adult?
Concept present and report findings **Enquiry type:** Research using secondary sources	**Concept** observe closely; interpret results – answer the question **Enquiry type:** Identifying, grouping and classifying	**Concept** present and report findings **Enquiry type:** Research using secondary sources
Remember: *grouping animalsin different ways e.g. scales/not scales; wings/not wings and also into fish, insect, birds, other (Yr 1 and 2 do not need to know characteristics of mammals, reptiles, amphibians although they may have some knowledge of this from home). Being able to use common names of animals (these should inlcude mammals etc but they just don't need to refer to them as also being a particular animal class.* Teaching point 1: Offspring are baby animals. Sometimes offspring are also called young. Offspring will eventually grow into adults (the fully-grown stage of the animal). Only adults can reproduce – make new living things. ***Check:*** *Cloze procedure.* Teaching point 2: Baby animals often have another name to the name of the adult animal, for example: kitten/cat, lamb/sheep, calf/cow, kid/goat, foal/horse, piglet/pig, cygnet/swan, caterpillar/butterfly, tadpole/frog. *(N.b. the names of the offspring are not sticky knowledge so any images of the offspring and adults should have the names alongside).* ***Practise:*** *Look at image of an animal and its offspring. Use wordbank to identify the name of the adult and the name of the offspring. 3 examples.* Teaching point 3: Some animals give birth to live young and some animals lay eggs from which the offspring hatch. ***Apply:*** *Know that we can use research to answer question: Which animals give birth to live young and which lay eggs? Know that findings can be presented in a table in two columsn to clearly classify this informaiton.* ***Deepen:*** *Which animals do you think will lay eggs? Circle the images. Encourage them to refer to their findings and think about which types of animals lay eggs – they should be able to identify from this that birds, most insectsa nd most fish lay eggs to aid predictions.. Discuss their answers after and explain the sticky knowledge below:* Animals that give birth to live young include humans, cats, sheep, cows, goats, horses and pigs. Animals that lay eggs include all birds, most insects such as ants, beetles and butterflies, most fish such as clown fish, goldfish and salmon, and other animals such as spiders, frogs, crocodiles and turtles.	***Remember: Explorify – unexpected eggs*** Teaching point 1: Some offspring look like their adult when they are born, and some look very different. *Pose enquiry question and a variety of images of you paired with adult. Discuss which enquiry type could help us answer this question and present the findings – identifying, grouping and classifying.* ***Practise:*** *Class I do/we do: Children sort the images into two groups – looks like their adult, doesn't look like their adult.* ***Check:*** *Children have own images to classify as above.* Teaching point 2: Often live young look like the adult animal but they are smaller. Their body covering, markings and colourings may be different, but the body structure is similar. Some offspring that hatch from eggs look like their adults (apart from colour etc) but some look very different and so they must go through very big changes to finally look like the adult animal. Teaching point 3: We can compare the young to the adult by body shape, size, colour, markings, type of covering, body parts. ***Apply: I do/we do/you do:*** *Compare adult to offspring in sentences using word banks.* ***Deepen:*** *Odd one out – circle and explain.*	***Remember: Explorify – looking after baby*** Teaching point 1: A life cycle is the sequence of stages that a living thing goes through as it grows to an adult. Teaching point 2: A human life cycle stages are baby, toddler, child, teenager, adult. Children should be able to identify how a human changes in terms of appearance and development of skills/abilities in simple terms. ***Practise:*** *Class discussion of each stage.* ***Apply:*** *Classify the skills of a human according to stages.* Teaching point 3: Children know that to find out about other life cycles, they could use secondary sources for research. ***Apply:*** *Use research to show stages of a chosen animal's life cycle. Note down facts that describe some changes in ppearance/development as the animal grows.*

Enquiry Question How do some animals change as they grow from offspring to adult?

Concept present and report findings; observe closely; gather and record observations
Enquiry type: Observing over time

Teaching point 1: Look at some life cycles of animals that go through big changes to look like the adult animal, e.g. frog.

Practise: *Sequence stages of frog life cycle.*

Children should know that they can learn about the stages of a life cycle by the enquiry type observing over time. This would be tricky to observe for an animal that grows slowly but possible for an animal that has a short life cycle.

Apply: *AFL opportunity: Suggested task: Children observe the life cycle of a butterfly at first-hand and record their observations of the stages of the life cycle in a diary. Assessment on careful observations of appearance and use of appropriate vocabulary.*