


Mendell Primary School

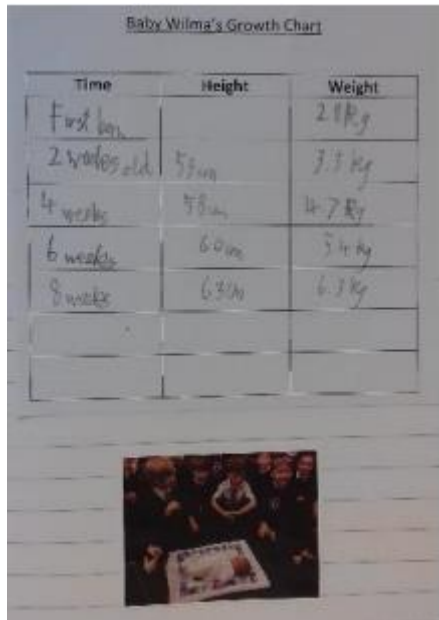
Aspire Challenge Achieve

Medium Term Plan Science



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| Year Group: 2 | Term: Spring 2 continued from Spring 1 | Teacher: Sarah Bride | Subject lead: Sarah Bride | Overview: Animals including Humans: | | Key End Points: By the end of this unit children will be able to: | |
| Common Misconceptions: Some children may think: <ul style="list-style-type: none"> • an animal's habitat is like its 'home' • all animals that live in the sea are fish • respiration is breathing • breathing is respiration. | | Unit key Vocabulary: Offspring, reproduction, growth, child, young/old stages (examples - chick/hen, baby/child/adult, caterpillar/butterfly) | | <ul style="list-style-type: none"> • 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). <div data-bbox="1294 683 1697 735" style="background-color: #e91e63; color: white; padding: 2px;"> <small>Identifying, grouping and classifying</small> <small>Making observations to name, sort and organise items.</small> </div> <div data-bbox="1294 751 1697 804" style="background-color: #f44336; color: white; padding: 2px;"> <small>Observation over time</small> <small>Observing changes that occur over a period of time ranging from minutes to months.</small> </div> <div data-bbox="1294 820 1697 873" style="background-color: #8bc34a; color: white; padding: 2px;"> <small>Research</small> <small>Using secondary sources of information to answer scientific questions.</small> </div> | | <ul style="list-style-type: none"> • Make comparisons between themselves and people that are older and younger than them. • Talk about baby animals and their parents. • Describe how baby animals change as they grow. • Compare baby animals with their parents and other baby animals. | |
| Links to other learning: | Prior Learning: Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals, including humans) • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 - Animals, including humans) | Future Learning: Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. (Y3 - Animals, including humans) <ul style="list-style-type: none"> • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Y5 - Living things and their habitats) • Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats) • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. (Y6 - Animals, including humans) | | High Quality Text: Once There were Giants by Martin Waddell and Penny Dale Scientist to study: Dr Kelly Blacklock (Veterinary Surgeon) Daniella Dos Santos (Veterinary Surgeon) | Risk Assessment: | Teacher CPD: ASE plan exemplification – Max Reach out CPD https://www.reachoutcpd.com/ sign up for free. | |
| Learning Intention | Lesson Outline (Key Questions in colour) | | | | Resources | Vocabulary | Lowest 20% |

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| 1 | <p>L.I. I can observe how babies change over time.</p>  | <p>This is a Science lesson. In Science, we study nature and the behaviour of natural things. The skill we will be using this lesson is asking questions and recording data.</p> <p>Prior Learning: What do animals and humans need to survive? (water, food, air) What is the eat well plate? Why is a healthy diet important? What effect does exercise have on our hearts?</p> <p>Word of the Week: Offspring</p> <p>Read the story – Once There were Giants and ask the children what does it tell us about babies? Ask the children what they already know about babies. Explain that in a short time we will have a special visitor, Maia's baby sister. We will be asking Maia's mum some questions about how to look after a baby – what would you like to find out? In groups of four record questions. Encourage children to use prior learning of what humans need to survive does the baby need different/additional things?</p> <p>Allow the children to ask their questions and record their answers. Allow the children time to observe the baby while she is with us. Prompt the children afterwards what could she do? What can you do they she can't? – when will she be able to do it?</p> <p>Weight the baby and measure her length, ask for helpers but it will be adult led, or heavily supervised.</p> <p>Invite the baby back each week to take her height and weight – encourage children to notice and other differences e.g her hair has grown, she can crawl now etc.... take measurements each week see example below:</p> | <p>Once There were Giants story.</p> <p>Post it notes.</p> <p>Stages of human growth pictures.</p> | <p>Growth, baby, child, adult, young, old.</p> |



Record additional observations on post it notes labelled with the date.

When the baby has left ask the children how humans change over time – take feedback. Allow the children time to answer the **exit pass: Can you explain how humans change over time?** – provide the LA children with pictures to order and label, encourage the other children to draw images and write explanations.

2 L.I. I can name and match adult animals to their offspring



This is a Science lesson. In Science, we study nature and the behaviour of natural things. The skill we will be using this lesson is making observations to sort.

This week the children will make observations of chick eggs in an incubator. Within the week, the chicks will hatch and children will make further observations.

Prior learning;

What does the word offspring mean?

What are the stages of human growth?

What do animals including humans need to survive?

what animal types are there? - reptile, mammal, amphibian, fish, birds, insects.

Baby visit – record data for chart and note any changes on post it notes with the date.

Word of the week: reproduction

Explorify: Baby Animals – Odd One Out –

Ask the children to consider each picture: baby duck, baby lamb and a baby elephant. **Which do you think is the odd one out and why?** – take feedback – after discussions ensure all children realise that animals, including humans, have offspring which grow into adults. In humans

Tape measure, scales, post it notes, odd one out, animal picture cards.

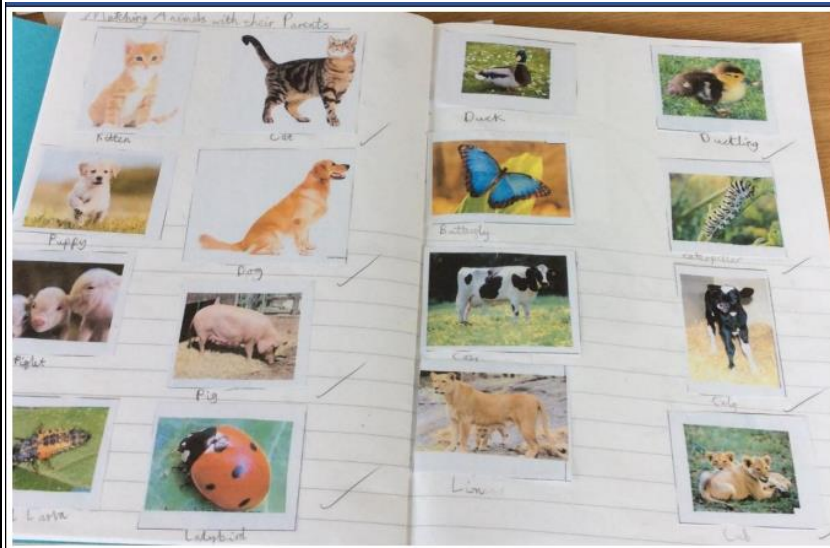
Reproduction, offspring, duck, duckling, cow, calf, kitten, cat, puppy, dog, piglet, pig, butterfly, caterpillar, lion, cub, owl, owlet

and some animals, these offspring will be young, such as babies or kittens, that grow into adults. In other animals, such as ducks or insects, there may be eggs laid that hatch to young or other stages which then grow to adults.

Big Question: Do all baby animals look like their parents? – watch: <https://www.bbc.co.uk/bitesize/clips/z8x76sg>

Provide the children with pictures of animals and their offspring and ask them to match them together, challenge them to name the animal and the name of its offspring.

Example:



Exit Pass:

•Can you draw your own baby and it's parent? *

•Can you explain how the baby is different from it's parent? **

3

L.I. I can explain how to take care of chicks.



This is a Science lesson. In Science, we study nature and the behaviour of natural things. The skill we will be using this lesson is presenting and communication information.

Prior learning;

What does the work reproduction mean?

What are baby cows called?

What are young butterflies called?


Baby visit – record data for chart and note any changes on post it notes with the date.



Show the children three pictures – **caterpillar, chick, tadpole.** - **what are their similarities and differences?** – all hatch from eggs, caterpillar and tadpole do not look like their parents when young whereas the chick looks more like its parent.

Big Question: What do animals need to survive? - <https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zx38wmn>

Ipads, books about chickens.

Lifecycle, growth, care, needs.

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| | | <p>The children will by now have spent time looking after the chicks from our Science Week hatching project. Ask the children to think about what they had to do to help look after the chicks and keep them alive. Discuss ideas and share photographs taken throughout their time with the chicks. Ask the children to create a how to guide for looking after chickens for the people who take the chicks home. Children will need to use books and iPads to research how to care for chickens as adults.</p> <p>(Next year if the hatching project is not completed during this lesson provide the children with books and ask them to choose a pet and create a how to guide for looking after it).</p> <p>Exit Pass: explain next week we will be having a hands on animal encounter show the children the range of animals they might see and ask them to create questions about their lifecycles and how they change over time.</p>  | | | |
| 4 | L.I I can explain the lifecycle of an animal from birth to death. | <p>This is a Science lesson. In Science, we study nature and the behaviour of natural things. The skill we will be using this lesson is asking questions and making observations.</p> <p>Prior learning; What does the work offspring and reproduction mean? What are baby pigs called? Name an animal who's young doesn't look like its parent? What do animals including humans need to survive?</p> <p>Baby visit – record data for chart and note any changes on post it notes with the date.</p> <p>ZooLab Animal lifecycle encounter – during this hands on workshop the children will learn about the different lifecycles of a range of animals. Following the workshop ask the children to select one of the animals discussion and create a labelled drawing of its lifecycle.</p> | Camera. | New life, growth, reproduction, aging, metamorphosis, development. | |

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| 5 | <p>L.I I can sort animals according to their features.</p>  | <p>This is a Science lesson. In Science, we study nature and the behaviour of natural things. The skill we will be using this lesson is making observations.</p> <p>This is a gap busting lesson – missed learning due to COVID in Year 1. Children need to know the 5 animal types in order to access Living Things and their Habitats in Summer 1.</p> <p>Prior learning; What does the work offspring and reproduction mean? What are baby cats called? What is the lifecycle of a butterfly?</p> <p>Provide the children with a range of animals and ask them to sort them in any way they can think of. Ask the children to walk around each table and suggest different ways the class have sorted the animals. Depending on how the children sort the animals discuss the features they identified e.g. wings, habitat etc...</p> <p>Explain that as scientists it's really useful to sort animals into five different types – can anyone think about what they might be? Share the five animal types. Use the BBC videos to explain the features of the different animal types https://www.bbc.co.uk/bitesize/topics/z6882hv</p> <p>Ask the children to choose an animal for each type and explain how they know it belongs to that animal group e.g. elephant – mammal- hair and gives birth to live young and is fed milk.</p> <p>Exit Pass: What Animal am I? Starter quiz. I am a bird, I am an omnivore and eat plants and insects, I like to float on water, I make a quaking sound. – Duck - See how many clues the children need before finding the correct answer. What am I? I am cold blooded, I lay eggs, I have dry scaly skin, I have no legs – snake.</p> | <p>Animal cards. Sorting hoops</p> | <p>Mammal, reptile, amphibian, fish, bird, habitat, wings, feathers, fur, hair, offspring.</p> | |