

Medium Term Plan: Year 2 Animals Including Humans (1 terms work – 13 weeks)

Year 1 National Curriculum Objectives	Year 2 National Curriculum Objectives	Year 3 National Curriculum Objectives
<p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> • 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 	<p><u>Animals Including Humans</u></p> <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) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	<p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> • 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 • identify that humans and some other animals have skeletons and muscles for support, protection and movement

At the end of this science unit of work pupils will

Know: about the ways to stay healthy, animal classifications and life cycles

Can do: explain the knowledge they have learnt:

- how to stay healthy
- food groups
- exercise
- hygiene
- animal classifications
- life cycles

Understand the vocabulary listed below – able to explain and discuss it without reading it

Disciplinary knowledge: classifying, identifying, asking simple questions, recording data, observing

Substantive: animal groups, healthy, alive, hygiene, food groups, staying healthy

The expectation is that ALL pupils can learn, explain and write coherently about the aspects below.

Trip and Visit: Lotherton Hall

Reading of books at home and in school, teaching of how to use the glossary and contents.

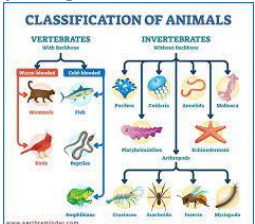
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Pupils will learn	Vocabulary pupils will learn	Writing using a genre/tables	Link to KS2 Learning	Fundamental principles and teaching techniques to ensure that work is of a high standard from all pupils	
<p><u>Week 1</u></p> <p><u>Healthy vs Alive</u></p>	<p>exercise food nutrition air healthy alive sleep</p>	<p>Discuss new vocab and explain meanings of new words. Explicitly teach chn the differences between alive and healthy. Record ideas and childrens ideas in a spider diagram on board. Chn write a drafted explanation of the difference between healthy alive, following Beecroft writing policy and drafted in science drafting books, written up neatly in science books.</p>	<p><u>Year 3</u> 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</p>	<ul style="list-style-type: none"> • Clear expectations for listening – repeating and learning the information. Clear bite-size instruction and explanation from the teacher using parts of video’s where appropriate. • Behave from all pupils is exemplary and comments are made on sitting and listening. • Bite sized chunks of knowledge making time for repetition discussion and rehearsing in pairs. • Emphasis on learning and exploring key vocabulary. Repetition in oral WORK AND INSISTENCE THAT THE CORRECT TERMS ARE USED IN WRITING. • Drafting process for tables and writing • Writing of date and modelling of key letters e.g. in January. • Demonstration and insistence on high standards of construction and presentation • Finger under words to copy words – insist accurate. 	
<p><u>Week 2</u></p> <p><u>Food Groups</u></p>	<p>carbohydrates fruit vegetables protein diary fats oils sugar</p>	<p>Teach children the different food groups with explanation of foods in that group, and why we need that food group in our diet. Chn sort foods into the correct food groups in pairs. Sort foods as a class and explain and add to the childrens answers. Children write a sentence to describe each food group, following Beecroft writing policy and drafted in science drafting books, written up neatly in science books.</p>	<p><u>Year 3</u> 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</p>		
<p><u>Week 3</u></p> <p><u>Identifying Food Groups In Our Lunch</u></p>	<p>carbohydrates fruit vegetables protein diary fats oils sugar</p>	<p>Picture of school dinner from that day, including salad and pudding. Discuss the different food groups, recap from last week. Children label the picture of the foods with the name of the food and the food group. Children then write a short explanation about how this lunch is healthy or how it could be made better, following Beecroft writing policy and drafted in science drafting books, written up neatly in science books.</p>	<p><u>Year 3</u> 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</p>		
<p><u>Week 4</u></p> <p><u>Types Of Exercise Graph and Bar Graph</u></p>	<p>exercise active heart rate movement fitness</p>	<p>Chn draw a table in their books. Using a ruler. Record the number of chn who take part in different types of exercise in our class, running, walking, swimming, football etc. Record in a tally. Chn then draw a bar graph to present this data. Then, chn answer questions about the data/exercise in their books:</p>	<p><u>Year 3</u> identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>		<ul style="list-style-type: none"> • The vocabulary is broken down into the weekly learning, it is revised and used in writing • Pupils write their own vocabulary into their books

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		<ol style="list-style-type: none"> 1. Which type of exercise did most children participate in? 2. Which type of exercise did the least children take part in? 3. What is the difference between the number of children who participate in XXX and XXXX? 4. Why do you think XXX is the most popular type of exercise? <p>Do you think exercising is important? Why?</p>		<p>putting their finger under the words to copy correctly.</p> <ul style="list-style-type: none"> • End products – handwriting and colouring is beautifully presented.
<p><u>Week 5</u></p> <p><u>Exercise Experiment</u></p>	<p>record data</p> <p>observe</p> <p>count</p> <p>timer</p> <p>accurate</p> <p>reliable</p>	<p>children will discuss different types of exercise and the importance of staying healthy.</p> <p>children will work in small groups to count the number of repetitions of an exercise (star jumps, hops, jumps etc) they can complete in 1 min. Children will use a timer, and someone else in their group will count and record.</p> <p>Children will then analyse the data – who completed the most, how many etc</p> <p>focus on recording and timing not because X did more stars jumps they're more healthy</p>	<p><u>Year 3</u></p> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	
<p><u>Week 6</u></p> <p><u>Hygiene Trip</u></p>	<p>hygiene</p> <p>clean</p> <p>body</p> <p>teeth</p> <p>mammal</p> <p>reptile</p> <p>fish</p> <p>bird</p> <p>amphibian</p>	<p>Explicitly teach the children the meaning of the word hygiene and why it is important to keep our bodies clean. Children discuss in pairs the way they keep their bodies clean – brush teeth, brush hair, wash hair, clean clothes, have a bath, have a shower, wash face, wash hands.</p> <p>Children write a drafted explanation of the ways to keep your body clean and also why it is important to keep your body clean. following Beecroft writing policy and drafted in science drafting books, written up neatly in science books.</p> <p><u>TRIP</u></p> <ul style="list-style-type: none"> - Visit to Lotherton Hall this week. - Recap learning from year 1 before visit – animal classification and the characteristics of each animal group 	<p><u>Year 6</u></p> <p>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	

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<p><u>Week 7</u></p> <p><u>Animal Classification</u></p>	<p>mammal reptile amphibian fish bird vertebrate invertebrate aerator</p>	<p>Recap the learning of animal classification from Y1. Improve and develop on Y1 learning by introducing VERTBRATE and INVERTEBRATE What are the animal classification groups? What characteristics do we use to sort them? Recap 5 groups and classifications. Children sort pictures in pairs into the groups – quick 5 min – recap on board, sort some together. Discuss new words – vertebrate and invertebrate – animals who don't fit into the classification groups, insects, crabs etc. explain that within vertebrates there are the groups. Link to how they have their offspring – egg/live young etc</p>  <p>Children write a brief explanation of the 5 animal groups, explaining how they can be identified and that all mammals, reptiles, fish, amphibians, birds are vertebrates because they have a spine. Following Beecroft writing policy and drafted in science drafting books, written up neatly in science books.</p>	<p><u>Year 4</u> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p>	
<p><u>Week 8</u></p> <p><u>Life Cycle Of A Human</u></p>	<p>baby toddler child teenager adult elderly</p>	<p>Discuss lifecycle of a human, explain what happens during a humans life time. All humans are born as babies, then become toddlers etc. get children to reflect on this, discuss their own life. Chn order pictures to demonstrate the human life cyle, then</p>	<p><u>Year 5</u> describe the changes as humans develop to old age</p>	

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	lifecycle	write a drafted paragraph to explain the changes in a human life cycle.		
<u>Week 9</u> <u>Life Cycle Of A Dog</u>	Puppy Adolescent Adult senior	Teach lifecycle of a dog. Children write short paragraph to outline the lifecycle of a dog. Then, compare lifecycle of a dog and human, both mammals. What is the same? What is different? Why are there similarities – features of mammals. Children draft short paragraph to explain the similarities and why between the life cycles.	<u>Year 5</u> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	
<u>Week 10</u> <u>Life Cycle Of A Butterfly</u>	lifecycle butterfly egg larva caterpillar pupa chrysalis	https://www.bbc.co.uk/teach/class-clips-video/science-ks1-animal-life-cycles/zrg9kmm Watch the video about a life cycle of a butterfly. Looking carefully at pictures of the butterfly in its different life stages – have you seen a butterfly? Have you seen a caterpillar? Do they look the same? Chn using the technical vocab, pupa, caterpillar etc verbally explain the life cycle of the butterfly to their partner. Writing a short paragraph to explain the life cycle. Following Beecroft writing policy and drafted in science drafting books, written up neatly in science books. Then, draw small, neat pictures to demonstrate the life cycle of butterfly at each stage – egg, pupa, larva, etc Children write drafted paragraph to compare lifecycles of mammals and butterflies.	<u>Year 5</u> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	
<u>Week 11</u> <u>Life Cycle Of A Frog</u>	Amphibian Egg Grow Frogspawn Tadpole froglet	Teach the chn the lifecycle of a frog. Introduce the technical vocabulary – egg, froglet. Identify the parts of the frog, spotting the tadpoles tail and legs etc and how they change as the frog grows. Chn sort pictures to sequence the frogs lifecycle. Chn write a drafted explanation of a frogs lifecycle and ra neat pictures to	<u>Year 5</u> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	

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		match. Following Beecroft writing policy and drafted in science drafting books, written up neatly in science books.		
<u>Week 12</u> <u>Life Cycle Of A Frog</u>	Amphibian Egg Grow Frogspawn Tadpole froglet	Reading the National Geographic Frogs book. Reading comprehension completed about the book – using the text to find information and correctly answer it. Reading the text – discussing new words in the text and their meanings. Matching the new vocabulary related to frogs. Lifecycle pages sent home w children so they can read at home	<u>Year 5</u> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	
<u>Week 13</u> <u>Life Cycle Of A Frog</u>	Amphibian Egg Grow Frogspawn Tadpole froglet	Writing – Chronological Report In order – the lifecycle of a frog. Children write a chronological report, following beecrofts writing policy. Planning the report using subheadings to organise notes, facts gathered from the book – watch lifecycle video to add extra information into the report. Intro – outline frogs, main facts about frogs – amphibian, diet etc. Paragraphs Detail of the frogs lifecycle from egg to frog. Detailing the physical changes happening to the frog and the effect of this. Conclusion – summarising report. Rhetorical question to reader. Children write report into English drafting books Work is corrected by children and checked Children write report up neat and draw a picture of a frog on their work.	<u>Year 5</u> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	

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		Work is added to English Neat Folders and Science Books		
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