Science i roject overview real 2 Animais melualing na				
Subject Knowledge (PoS)	Working Scientifically (PoS+Overview)		Resources	
Substantive Knowledge	Disciplinary Knowledge		• Glitter	
<ul> <li>Animals, including humans, have offspring which grow into adults (Yr2).</li> <li>The basic needs for human survival are: Food, water, shelter and air (Yr2).</li> <li>The food groups are: Carbohydrates, Proteins, Dairy, Fruits and Vegetable, Sugars and Fats.</li> <li>We should eat a very small amount of sugars and fats.</li> <li>We should eat a moderate amount of dairy and proteins</li> <li>We should eat a larger amount of carbohydrates, fruits and vegetables.</li> <li>We should be active/ exercising for at least one hour every day to keep our muscles, heart and bones healthy and strong.</li> <li>Good hand, personal and dental hygiene keeps our bodies healthy and helps to stop the spread of bacteria and viruses.</li> </ul>	<ul> <li>Be curious and ask questions</li> <li>Using different types of scientific enquiry to answown questions, including: carrying out simple comparative tests, and finding things out using secondary sources</li> <li>Asking simple questions and recognising that the be answered in different ways</li> <li>Observing closely</li> <li>Using their observations and ideas to suggest an questions</li> <li>Begin to use simple scientific language to talk ab they have found out and communicate their idea range of audiences in a variety of ways.</li> </ul>	wer their ey can swers to bout what as to a	<ul> <li>Data loggers</li> <li>Food wrappers</li> </ul>	
Previous learning:	Preparing for:	Bespoke	to our school	
<ul> <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. (Y1 - Animals, including humans)</li> </ul>	<ul> <li>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. (Y2 - Living things and their habitats)</li> <li>Give reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things and their habitats)</li> <li>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)</li> </ul>	We are si children l through j taking ad the schoo staff to g outdoors	upplementing the limited experiences have of the natural world around them practical hands on experiences. We are wantage of the woodland that we have in ol setting and our trained forest school ive our children opportunities to learn	

## Science Project Overview Year 2 Animals Including humans

	<ul> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Y5 - Living things and their habitats)</li> <li>Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats)</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. (Y6 - Animals, including humans)</li> </ul>			
Vocabulary:	· · · · ·			
Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves				
Parts of the body including those linked to PSHE/SRE teaching				
Senses – touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue				
Offspring, reproduction, growth, child, young/old stages (examples - chick/hen, baby/child/adult, caterpillar/butterfly), exercise, heartbeat, breathing, hygiene,				
germs, disease, food types (examples – meat, fish, vegetables, bread, rice, pasta)				
Misconceptions:				
Only four-legged mammals, such as pets, are animals				
Humans are not animals				
Faciliala United				
English Links:				
Poetry – link to senses				
Books:				
Handa's Surprise				
Lighthouse Keepers Lunch				
Maths links:				
Measurement:				
• Be able to use appropriate standard units to estimate and measure to the nearest appropriate unit; including length (m/cm), mass (kg/g), temperature				
(°C), capacity (litres/ml)				
<ul> <li>Use &gt;, &lt; and = to compare and order length, mass, volume/capacity</li> </ul>				
Statistics:				
<ul> <li>Understand and know how to construct simple pictograms, tally charts, block diagrams and simple tables</li> </ul>				

• Begin to answer questions by counting/sorting, and about totalling/comparing categorical data

## Famous Scientists to possibly study:

Florence Nightingale - Pioneer of modern nursing in GB

## Explorify links:

Special delivery

Prehistoric shapes

**Baby animals** 

Hot-steppers

How would you make a shelter for a human?

What if humans hibernated?

What if my bones were bendy?

What if we couldn't smell things?

## Possible careers/jobs:

Dietician (develops nutrition advice to improve people's diets) Exercise physiologist (a doctor who helps people improve their fitness

Nutritionist (studies nutrition in food and how it affects our bodies)