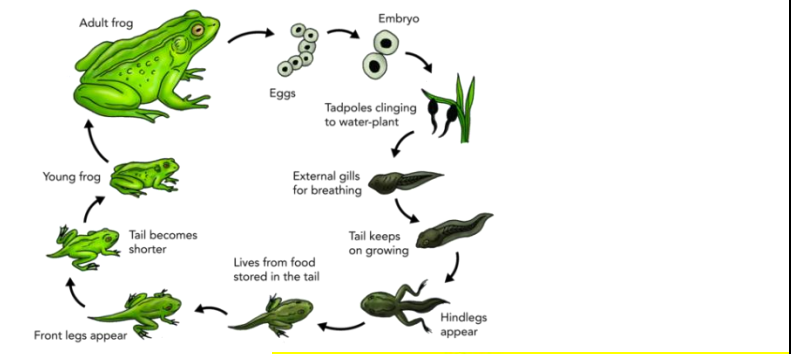


Subject: Science	Year Group: 2
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Study Block: Growth Animals and Change

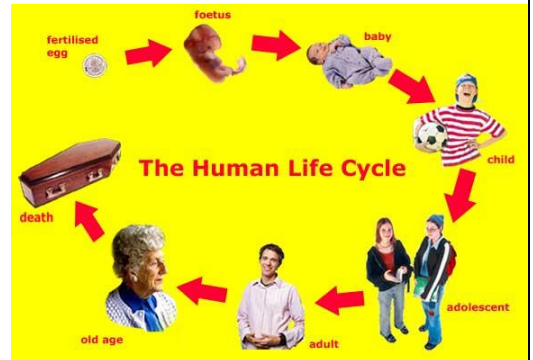
What should I know already? Diagram / Map / Photo etc...

- Be able to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- Be able to identify and name common animals that are carnivores, herbivores and omnivores.
- Describe and compare the structure of a variety of common animals. E.g fish have fins and birds have beaks.



All of the above is revision from Year 1.

- Explore and compare the differences between things that are living, dead and things that have never been alive. (Year 2)



What will I know by the end of the unit?

- They will know that animals including humans have offspring that grown into adults.
- They will know that a lifecycle is a series of changes that an animal or plant passes through from the beginning of its life until its death.
- They will find out about and describe the basic needs of animals, including humans for survival (**water, food** and **air**)

Working Scientifically

- Identify and classify different animals and their offspring.
- Use observations when looking at animal lifecycles to suggest answers to questions.
- Gather and record data about animals and their offspring including observing animal lifecycles.

Maths Links

- Use charts and data to answer questions.
- Look at the format of a flow chart.

Vocabulary

Word	Meaning
diet	What an animal eats
egg	An oval or round object laid by an animal. Bird's eggs have a chalky shell, reptile's eggs have a leathery shell.
farm	An area of land used to produce crops or breed animals
Life cycle	The changes that happen as an animal or plant goes through from it's birth to death.
Off spring	A person's children or an animal's babies
pet	A tame animal that is kept in a house.
survive	Stay alive and exist
wild	Wild in relation to an animal means an animal that survives independently

Website links:

A simple non-fiction book on espresso which introduces the idea that animal babies have different names to adults.

https://central.espresso.co.uk/espresso/primary_uk/subject/module/book/item1034420/grade1/module1149557/index.html

Monkey Puzzle- Julia Donaldson. A lovely way into the idea that some animals have offspring that don't even look like them at first. A good one to inspire conversation and discussion.

<https://www.dailymotion.com/video/x6ke798>

Who's My baby? Snap game on espresso- good for assessment/revision.

https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item256567/grade1/module1149557/index.html

Espresso link to revise living and non-living and the basics about minibeasts.

https://central.espresso.co.uk/espresso/modules/s1_minibeasts/activities/index.html

Twinkl resources with powerpoints on different animal lifecycles.

<https://www.twinkl.co.uk/resources/science-investigation/life-processes-and-living-things/life-cycles>

A simple video that introduces different life cycles of different kinds of animals.

<https://www.youtube.com/watch?v=r93IKoSxkCI>

A simple video that shows that some animals look like their parents and some do not.

<https://www.youtube.com/watch?v=gEN6MbtmGH0>

A simple video showing how animals lay different numbers of eggs.

<https://www.youtube.com/watch?v=p3Uz1-YIKRw>

Topmarks resources linked to lifecycles- some drag and drop resources to show the order of different life cycles.

In school we have many sets of animal non-fiction books which can be used in guided reading and Science sessions linked to lots of different types of animals ranging from sharks to penguins.

A list of animals and their young...

<https://www.enchantedlearning.com/subjects/animals/Animalbabies.shtml>

Skills I will have demonstrated	
Rucksack Skills / PSED / School Promise / STEM / KAGAN	Subject Specific Skills
<p>Rucksack</p> <ul style="list-style-type: none"> Clever Thinking- link the idea of lifecycles to all animals and humans. Also to the different animal types. Teamwork- working on scientific activities together in pairs or small groups e.g observing the fish in the fish tank. Recording the activity of the tadpoles in a 5 minutes slot. Helping Hand- caring for animals and respecting their value in the wider world. <p>PSED</p> <ul style="list-style-type: none"> Participating in activities relevant to the school community such as gardening, looking after the pond or creating a bug hotel in the jungle garden. Show respect for living things and the environment- observing the pigeon's nest in the Jungle Garden. Discuss moral dilemmas related to the plight of some animals such as the destruction of the rainforest in Brazil. <p>Kagan</p> <ul style="list-style-type: none"> Quiz/quiz trade- matching animals to their young. Rally Coach- working with a partner to create lifecycles- give guidance and support to one another. Round/Rally Robin- generating lists of animals related to each group. Revising information/facts. 	<p>Classifying</p> <p>Recording data and observing</p> <p>Ask questions and observe closely</p>

Activity suggestions and ideas!

HOOK!

- Look at the pigeon's nest in the jungle garden! Wow! Why did it choose to nest here? Discussions can lead to what will happen next.
- Find an animal out of place in the classroom such as a caterpillar. Why is it here where should it be? What will happen next?
- Soft toy or creature that Radcliffe/Tex has befriended to find out about. A toy butterfly or ladybird.

Activities

Sorting animals and their young in many different ways. Use photos and cards, play matching and corners games. Give them challenges in their Kagan 4s.

Use espresso, websites etc and IT to bring it to life.

Make deliberate mistakes with life cycles and animal babies to encourage them to reinforce and explain why things are right or wrong.

Encourage use of the school grounds for observation of animals, record what they see, take photos and draw simple charts to record. Find animals and then plot where they are on the lifecycle charts. E.g It's a caterpillar so..... now what will happen?

Write simple reports about the different animals- reinforce their writing skills using headings and sub-headings. They could collaborate with shoulder partners and be encouraged to apply grammar skills such as using conjunctions to extend sentences. Art skills to draw pictures for their reports.

Keep animals in the classroom for a short time such as tadpoles from the pond. Observe them and see what happens.

Finally devise a simple test to test their knowledge of animal lifecycles and the associated language.