






Science Medium Term Plan

	Year Group:	Term:	Topic/Unit :		
	2	Autumn and Summer	Animals, including humans		
National Curriculum Programme of Study	<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. 				
Prior Learning	<ul style="list-style-type: none"> • 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	<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. (Y3 - Animals, including humans) • 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) 				
Links to other subjects	PSHE – hygiene PE – exercise				
Enrichment	Sampling a variety of fruit.				
Working Scientifically	Comparative tests 	Identify and classify 	Observation over time 	Pattern seeking 	Research 
	Do bananas make us run faster?	Which offspring belongs to which animal?	How much food and drink do I have over a week?	Which age group of children wash their hands the most in a day?	What food do you need in a healthy diet and why?
Working Scientifically Assessment Focus	<p>Review: Evaluate - hand spans Working Scientifically Review: Using their observations and ideas to suggest answers to questions Assessment Focus</p> <ul style="list-style-type: none"> • Can children use their observations to compare different hand spans? • Can children use their observations to suggest answers to their questions about hand spans? 				
Sticky vocabulary	Offspring, reproduction, growth, child, young/old stages, chick/hen, baby/child/adult, caterpillar/butterfly, exercise, heartbeat, breathing, hygiene, germs, disease, food types, meat, fish, vegetables, bread, rice, pasta, living, dead, never alive, habitats, micro-habitats, food, food chain, leaf litter, shelter, seashore, woodland, ocean, rainforest, conditions, desert, damp, shade Working scientifically vocabulary: grouping, sorting, classifying, observe, identify, patterns, compare				
End points	<ul style="list-style-type: none"> • Animals, including humans, have offspring which grow into adults. • In humans and some animals, these offspring will be young, such as babies or kittens, that grow into adults. • In other animals, such as chickens or insects, there may be eggs laid that hatch to young or other stages which then grow to adults. • The young of some animals do not look like their parents e.g. tadpoles. • All animals, including humans, have the basic needs of feeding, drinking and breathing that must be satisfied in order to survive. • To grow into healthy adults, they also need the right amounts and types of food and exercise. 				

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| | <ul style="list-style-type: none">• Good hygiene is also important in preventing infections and illnesses. |
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