

Year B Term 5 and 6
Unit Overview: KS1 Science
Animals incl humans: Survival

<p><u>National Curriculum Objectives</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>Substantive knowledge</u></p> <ul style="list-style-type: none"> ❖ Humans have key parts in common, but these vary from person to person. ❖ Humans (and other animals) find out about the world using their senses. Humans have five senses – sight, touch, taste, hearing and smelling. These senses are linked to particular parts of the body. ❖ Animals, including humans, have offspring which grow into adults. ❖ 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. ❖ Good hygiene is also important in preventing infections and illnesses. 	<p><u>Vocabulary</u></p> <p>Parts of the body including those linked to PSHE teaching</p> <p>Senses – touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue</p> <p>Offspring, reproduction, growth, child, young/old stages , exercise, heartbeat, breathing, hygiene, germs, disease, food types</p> <p><u>Phonics/ polysyllabic words</u></p> <p>Ex/er/cise</p> <p>Re/pro/duc/tion</p>
<p><u>Working Scientifically Skills</u></p> <ul style="list-style-type: none"> ❖ Identifying and classifying ❖ Gathering and recording data to help in answering questions ❖ Using appropriate scientific language to communicate ideas. 	<p><u>Disciplinary Knowledge</u></p> <ul style="list-style-type: none"> ❖ Can describe how animals, including humans, have offspring which grow into adults, using the appropriate names for the stages ❖ Can state the basic needs of animals, including humans, for survival ❖ Can state the importance for humans of exercise, eating the right amounts of different types of food, and hygiene ❖ Can name foods in each section of the Eatwell Guide 	<p><u>Key People</u></p> <ul style="list-style-type: none"> ❖ Animal Behavioural Neuroscientist – Dr Jo Montgomery ❖ Evolutionary Biologist – Telma G Laurentino ❖ Neurobiologist – Dr Aarti Sehdev ❖ Immunologist – Dr Marie Goepp
<p><u>Extension deeper thinking</u></p> <ul style="list-style-type: none"> ❖ Can you design a healthy meal for a vegetarian? ❖ Big question – What would happen if we didn't stop growing? ❖ How would you survive on a desert island? ❖ Can you keep clean without water? ❖ Rank needs/wants in order of importance – food, water, air, home, clothes, family, friends, books, television, phone, torch 		<p><u>Possible misconceptions</u></p> <p>Some children may think:</p> <ul style="list-style-type: none"> ❖ Only four-legged mammals, such as pets, are animals ❖ Humans are not animals ❖ Respiration is breathing ❖ Breathing is respiration
<p><u>British Values</u></p>		<p><u>School Values</u></p>

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<p>Democracy</p> <ul style="list-style-type: none"> ❖ Take the views and opinions of others into account using teamwork. ❖ Children take turns and instructions from others. <p>The rule of law</p> <ul style="list-style-type: none"> ❖ Children understand the importance of safety rules when working scientifically. <p>Individual Liberty</p> <ul style="list-style-type: none"> ❖ Children choose which resources to use. ❖ Children are encouraged to develop their independence, taking opportunities to follow their own ideas and interests. ❖ Children engage in a wide range of activities and are not limited by gender or other stereotypes. <p>Mutual Respect and Tolerance</p> <ul style="list-style-type: none"> ❖ Evolution versus faith beliefs 	<p>Courage</p> <ul style="list-style-type: none"> ❖ Asking our own questions and investigating new ideas. <p>Respect</p> <ul style="list-style-type: none"> ❖ Supporting other's ideas, even if they differ to our own. <p>Trust</p> <ul style="list-style-type: none"> ❖ Celebrating everyone's unique ideas and working together collaboratively.
<p><u>Prior learning</u></p> <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) 	<p><u>Future learning</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. (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)