

## Aldbury Primary & Nursery Knowledge Organisers

**Science Unit: Animals including humans**

**Class 2**

**Year B Autumn Term**

### What should they already know?

From their 'Animals including humans' topic in EYFS, children should be able to:

- identify something as an animal
- name some places animals live
- identify and locate parts of their own body
- identify and locate parts of animals' bodies
- use their observations to describe humans and other animals
- name a very limited range of food
- identify types of exercise
- name baby, child, adult and the young of some other animals

### Key vocabulary from EYFS:

animal, head, legs, arms, knee, elbow, neck, face, feet, hands, bread, potatoes, apples, cereals, rice, meat, fish, milk, running, jumping, swimming, walking, chicken, hen, kitten, car, puppy, dog, duckling, duck



### Working Scientifically tasks that link to this unit:

<b>Year 1 – Animals including humans – Our class pictograms</b>	How do I collect and present evidence about the class using pictograms?
<b>Year 2 – Animals including humans – Growth and survival</b>	Are the older children in the class taller? How do I record measurements? How do I identify what I need to measure to answer a question?

### Key vocabulary

<b>Body parts</b>	eyes, ears, elbows, hair, mouth, nose, teeth, paw, hoof, tail, fin, shell, skin, wings, beak, fur, scales, feathers				
<b>Food types</b>	water	fruit and vegetables (e.g. apple, banana, carrot, sweetcorn)	fibre (e.g. cereals, fruit, vegetables, brown bread)	meat (e.g. chicken, beef, sausage – pork)	fish (e.g. tuna, salmon, cod)
<b>Diet</b>	The kinds of food that a person or animals eats.				
<b>Fish</b>	Fish live and breathe under water. They have scaly skin; fins to help them swim and they breathe through gills. <i>Examples: goldfish, tuna, salmon, shark</i>				
<b>Birds</b>	All birds have a beak, two legs, feathers and wings. <i>Examples: blackbird, magpie, robin, sparrow, crow, swan</i>				
<b>Reptiles</b>	All reptiles breathe air. They have scales on their skin. <i>Examples: snake, lizard, tortoise, alligator</i>				
<b>Mammals</b>	Mammals are animals that breathe air, grow hair or fur and feed on mother's milk as a baby. <i>Examples: mouse, horse, cow, sheep, hamster, rabbit</i>				
<b>Amphibians</b>	Amphibians live in the water as babies and on land as they grow older. They have smooth, slimy skin. <i>Examples: frog, toad, newt, salamander</i>				
<b>Senses</b>	<b>see</b> Your eyes let you see all the things around you.	<b>hear</b> Your ears let you listen to all the things around you. Your brain is able to tell you what different sounds are.	<b>touch</b> Your skin gives the sense of touch. You can tell if something is warm, cold, smooth or rough without looking at it.	<b>taste</b> Your sense of taste comes from your tongue. You can tell if something tastes bitter or sweet.	<b>smell</b> You smell using your noses. Your nose can tell you if thing smell nice or not.
<b>Carnivore</b>	Animals that mostly eat other animals (meat).				
<b>Omnivore</b>	Animals that eat both plants and other animals.				
<b>Herbivore</b>	Animals that only eat plants.				
<b>Offspring</b>	The child of an animal.				
<b>Baby:</b> a very young child below 1 year old	<b>Toddler:</b> a young child between the ages of 1 and 3 years old		<b>Adult:</b> a fully grown animal or plant		

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## HFL ARE statements explained

<b>How do I use my senses to describe textures, sounds and smells?</b>	Children should be able to identify which sense they use to describe: <ul style="list-style-type: none"> <li>• textures (touch/skin) – soft, hard, smooth, rough, spiky etc.</li> <li>• sounds (hear/ears) – loud, quiet, high, low, bang, screech, hum etc.</li> <li>• smells (smell/nose) – sweet, floral, strong etc.</li> </ul>		
<b>How do I identify, name and group a variety of common animals?</b>	Children should be able to name a range of animals (from pictures, video, real-life). They should also be able to group these animals into amphibians, fish, birds, mammals and reptiles based on their features. See above (key vocabulary) for examples of animals in the different groups.		
<b>How do I name a variety of common animals that are carnivores, herbivores and omnivores?</b>	<b>Examples of herbivores (eat only grass, nuts, seeds, flowers, fruit, vegetables)</b> zebra, rabbit, cow, sheep, giraffe, elephant, goat, snail	<b>Examples of carnivores (eat mammals, fish, birds, insects, frogs, worms and snails)</b> lion tiger, snake, alligator, hawk, jaguar, shark, spider	<b>Examples of omnivores (if they cannot find meat, they eat foods mentioned in the herbivores section instead)</b> bear, pig, human, robin, ant, dog, monkey, squirrel, rat
<b>How do I describe and compare the features of a variety of common animals?</b>	Children should be able to compare differences and similarities between different animals, whilst explaining their reasoning (e.g. mammals and reptiles breathe air, but amphibians breathe underwater through their gills). See above (key vocabulary) for the key features of the different animal groups.		
<b>What are the basic needs of animals and humans?</b>	To stay alive, all animals have 3 basic needs: air, water and food. There are other things which are also important for animals and humans such as shelter and being healthy.		
<b>Why is exercise important?</b>	Exercise makes your muscles (including your heart) and your bones stronger. It can also make you happier (boost your mental health and mood).		

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**How do I make sure that I am eating the right amounts of different types of food?**

To grow into a healthy adult, we must eat the right types of food in the right amount (and exercise). Eat sweets, cakes and crisps less often and in small amounts. Children can be introduced to the 'Eatwell Plate' to show portions, but there is no expectation for them to know about all food groups yet.

- Water: we should drink 6-8 glasses a day (water, lower fat milk and sugar-free drinks all count).
- Fruit and vegetables: eat at least 5 portions of a variety of fruit and vegetables a day
- Fibre: we can get fibre from fruit, vegetables, cereals and brown bread. If we don't eat enough fibre, you might become constipated.
- Meat: we should eat less red meat and less processed meat (like ham)
- Fish: we should eat 2 portions of fish per week



**How do I make sure I am staying hygienic?**

To stop illness and infections spreading, we must be hygienic and keep ourselves clean. This is through regular showers/baths, clean clothes and hand-washing.

### Famous people that relate to this unit:

**Florence Nightingale (1820-1910)**

Florence worked with 38 other nurses in a hospital in Scutari, Turkey in 1854. They wanted to look after soldiers that had been injured in the Crimean War. The hospital was very dirty; surgeons would operate on one man and then move onto the next without cleaning their hands or equipment. This meant that infections and diseases spread quickly among the soldiers. Florence made some changes: cleaning the wards, washing the bed linens, washing wounds with a clean cloth, clear blocked drains, access to clean drinking water and clean toilet facilities. Link to hand-washing/germs.






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### Types of enquiry you could cover in this topic about animals/humans

	<ul style="list-style-type: none"> <li>Is our sense of smell better when we can't see?</li> <li>Do amphibians have more in common with reptiles or fish?</li> <li>Just because I am older, am I taller?</li> </ul>
	<ul style="list-style-type: none"> <li>How does my height change over the year?</li> <li>How much food and drink do I have over a week?</li> <li>How does a tadpole change over time?</li> </ul>
	<ul style="list-style-type: none"> <li>Which age group of children was their hands most in a day?</li> <li>Do you get better at smelling as you get older?</li> </ul>
	<ul style="list-style-type: none"> <li>Do all animals have the same senses as humans?</li> <li>What food do you need in a healthy diet and why?</li> <li>How are the animals in Australia different to the ones we find in the UK?</li> <li>What do you need to do to look after a pet dog/cat/lizard and keep it healthy?</li> <li>What strange ideas did the scientist, Luigi Galvani, have about animals in 1780? Why did he think that?</li> </ul>
	<ul style="list-style-type: none"> <li>How can we organise all the zoo animals?</li> <li>What are the names for all the parts of our bodies?</li> <li>Which offspring belongs to which animal?</li> <li>Which parts of my body are involved in my senses?</li> <li>Which sense do I use to...?</li> </ul>

### Books and writing links

#### BOOKS

- Crafty Chameleon by Mwenye Hadithi and Adrienne Kennaway
- Little Turtle and the Song of the Sea by Sheridan Cain (animals/lifecycles)
- Christian the Hugging Lion by Justin Richardson and Peter Parnell (basic needs of animals, how to look after a lion)
- The World is full of Babies by Micj Manning and Brits Granstrom
- Tadpole's Promise by Tony Ross and Jeanne Willis (lifecycles)
- Night Monkey, Day Monkey by Julia Donaldson
- Monkey Puzzle by Julia Donaldson (offspring)

#### RECOUNT

- Use senses feely bags, taste tests and write about how they used their senses to guess what it was.
- Try running the daily mile and recount how this makes them feel.
- Plan a visit to a zoo/farm and write a recount where something dramatic happened e.g. a baby animal escaped

#### NON-CHRONOLOGICAL

- Select an animal to write about. Children could compare it to their bodies e.g. We have arms but birds have wings so that they can fly.

#### INSTRUCTIONS

- Children research and then write instructions for looking after a pet.
- Instructions for making a healthy lunchbox

#### EXPLANATIONS

- What is the difference between an omnivore, carnivore and herbivore? These could be sentences after the children have sorted animals into groups.
- Christian the Hugging Lion- Why there are some animals we should not keep as pets. Could write letters corresponding with a zoo-keeper about this.