

National Curriculum POS:
Animals Including Humans

Visits/Visitors/Experiences:
Practical investigations into how exercise affects the body.
Practical investigations into pattern seeking e.g. do older people have bigger feet?

Animals Including Humans NC Objectives

Year 1

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

Year 2

- 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)

Fighting Fit

Science Key Vocabulary:

Human	A person. A type of mammal.
Animal	A living creature that feeds on organic matter and has
Adult	A person who is fully grown or developed.
Air	Invisible gas surrounding the earth needed for breathing.
Baby	A very young child.
Breathing	The process of taking air into the lungs and expelling out again.
Child	A young human being.
Effects	A change which is a result of an action or other cause.
Exercise	Activity requiring physical effort, carried out to sustain or improve health and fitness.
Food	Any nutritious substance that humans or animals eat.
Growth	The process of increasing in size. Developing mentally,
Heart Rate	The speed at which the heart beats.
Hygiene	Conditions to maintaining health and preventing disease, especially through cleanliness.
Medicine	A drug or other preparation for the treatment or prevention of disease.
Offspring	A person's child or children.
Robot	A machine resembling a human being.
Senses	How the body perceives external stimulus. Sight, smell, touch, taste and hearing.
Water	A clear liquid formed in lakes, rivers, seas and rain. Liquid used by living things to survive.

Animals Including Humans Key Questions

- What do we need to stay alive?
- What if we had no food or drink?
- Why do we eat?
- Why do we drink water?
- Why do we need to exercise?
- Which exercise makes our bodies work hardest? How do we know?
- How do you know if something is a medicine?
- Why do medicines sometimes have people's names on them?
- What happens if we take a medicine that might not be for us?
- How can medicines help us?
- Where should medicines be kept?
- Do robots grow as they get older?
- How do we change as we get older?
- What can a robot do when it is made?
- What can a baby do when it is born? What can you do that a baby can't? What can adults do that you can't?
- How do human bodies work? What makes us alive?

Working Scientifically Skills

- Ask simple questions and recognise that they can be answered in different ways
- Observe closely, using simple equipment
- Performing simple testing
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions

