

Topic:	Year group	Term
Animals Needs for Survival	2	Autumn

Background knowledge

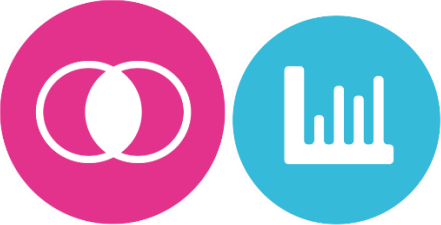
In Year 2, children should use the term "air" instead of oxygen, because they will not yet have been introduced to gases. They will need to recap the terms "carnivore", "omnivore" and "herbivore" so they can differentiate between different dietary requirements. There is an opportunity for children to think about sustainability within this step. Children can explore how they can help to protect and care about mammals in their local area.

Common misconceptions

- Children may think that all mammals live on land.
- When talking about the dietary requirements of birds, children may use the word "insect" to describe all minibeasts. Worms, slugs and spiders are not classified as insects. Children do not need to know this factual knowledge until Year 4, but "insect" should not be used as a general term to describe all minibeasts.
- Children may use the term "fish" to describe all animals that live in water.
- Children may think that fish do not breathe because they live underwater.
- Children may think that amphibians have scales or gills like fish.
- Children may think that all reptiles are small.
- Children may think that reptiles do not live in the United Kingdom.
- Children may sort and group animals based on physical features rather than their needs for survival.

What should I already know?

In Year 1, children identified familiar mammals and described their basic structure. In this small step, children build on their knowledge as they explore mammals' needs for survival. It is important that children are confident with what a mammal is before they think about their needs for survival. Children should know that all mammals need air, water, food and shelter to survive.

National Curriculum Objectives / Key Skills	The Journey
• Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). <u>Working scientifically</u> Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions. Identifying and classifying. Asking simple questions and recognising that they can be answered in different ways. <u>Scientific enquiry</u> 	1. Mammals 2. Birds 3. Fish 4. Amphibians 5. Reptiles 6. Humans

Outcomes
<i>An overview of what children will know / can do</i> Working towards: with support I can describe the basic needs of animals, including humans, for survival (water, food and air). Expected: I can describe the basic needs of animals, including humans, for survival (water, food and air).

Exceeding: I can confidently describe the basic needs of animals, including humans, for survival (water, food and air). I can give written explanations of a variety of animals needs.

Key Vocabulary	Timeline / Diagrams
Mammal - an animal with fur or hair on its body Fur - the fine, soft hair found on different animals Carnivore - an animal that eats other animals Herbivore - an animal that eats plants Omnivore - an animal that eats plants and other animals Bird - an animal with feathers, wings and a beak Feathers - the soft covering on the outside of birds Beak - a bird's mouth and nose Insect - an animal with six legs Wing - a part of a bird's body that some use to fly Fish - an animal with fin, gills and scales that lives in water Scales - small, hard layers that grow from the skin Gills - the parts of the body that fish use to breathe Fin - a thin part that sticks out from the fish to help it swim Amphibian - an animal that lives on land and in water Webbed feet - toes that are joined together to help with swimming Frog - an amphibian with moist, smooth skin Toad - an amphibian with dry, bumpy skin Newt - an amphibian with a long tail Reptile - an animal with dry scales on its body	 The diagram is titled "Basic Needs of Animals" in blue text. It features three circular images arranged horizontally. The first circle shows a monkey's face and hands eating an orange, with the word "FOOD" in blue text below it. The second circle shows a bird drinking from a stream, with the word "WATER" in blue text below it. The third circle shows a bird in flight against a blue sky, with the word "AIR" in blue text below it.

Scales - small, hard layers that grow from the skin
Adult - a fully grown human
Baby - a newborn human
Shelter - a place that gives protection from weather and danger

Key people / places

STEM job - naturalist, Margaret Dickinson - Botanist

Famous scientist-Jane Goodall

Quote- My mission is to create a world where we live in harmony in nature.(Jane Goodall)

Question of the week

Question of the Week

What does a mammal need to survive?

1. _____
2. _____
3. _____
4. _____



Question of the Week

What does an insectivore eat?



Question of the Week

Max and Ron are talking about fish.



Fish do not need air because they live underwater.



Fish need air. They breathe through their gills.

Who do you agree with?

Why?

Question of the Week

Jo sorts some animals.



I have sorted the animals into ones that need water and ones that do not.



Do you agree with Jo?



Why?

Question of the Week

What do reptiles also need to survive as well as food, water, shelter and air?

