



Class 1

Madron Daniel Science Small Step Progression

Animals Including Humans – Year 2 Unit – Year B

Retrieval vocab: Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, New Vocab: Offspring, reproduction, growth, child, young/old stages (examples - chick/hen, baby/child/adult, caterpillar/butterfly), exercise, heartbeat, breathing, hygiene, germs, disease, food types (examples – meat, fish, vegetables, bread, rice, pasta)		Previous learning • 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)		Links with Vision and Values. <i>Stimulate in every child a sense of curiosity and excitement about the world</i>	
	Working scientifically/ enquiry focus	Small step objective	Previous learning within the unit.	Lesson content	Outcome
1	Identify/ classify	To be able to describe the basic needs of animals and humans for survival	N/A	What does a human/ animal need to survive?	The children can: Recognise that air, food and water are basic needs for survival for humans and animals
2	Identify/ classify	To be able to describe the importance of eating the right amounts of different food types	<i>Food is a basic need for survival</i>	Can you sort and group foods in different ways? What is the Eatwell Plate?	The children can: Sort and group foods in different ways.
3	Identify/ classify	To be able to recognise the importance of a balanced meal.	<i>As above Sort and group food in different ways</i>	What should be included in a healthy diet? What should be limited?	The children can: Explain what should be included in a healthy, balanced diet and what should be limited.
4	Identify/ classify	To be able to design a healthy meal	<i>As above explain what should be included in a healthy, balanced diet and what should be limited.</i>	What should be included in a healthy meal?	The children can: Explain what should be included in a healthy meal.
5	Observing over time	To be able to describe the importance of exercise.	<i>As above Explain what should be included in a healthy meal.</i>	Why is exercise important?	The children can: Recognise the impact of exercise on the body.

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6	Research	To be able to describe the importance of hygiene	<i>As above Recognise the impact of exercise on the body.</i>	What is good hygiene	The children can: Explain how to keep themselves clean
7	Identify/ classify	To be able to explain that animals, including humans have offspring which grow into adults.	<i>As above Explain how to keep themselves clean.</i>	Does an offspring always look like it's adult?	The children can: Recognise the meaning of the word offspring and can match adults to their offspring
8	Identify/ classify	To be able to describe how animals and humans change into adults.	<i>As above Recognise the meaning of the word offspring and match adults to their offspring.</i>	How does a baby develop into an adult?	The children can: Explain each stage of development from baby to old age.
9	Research	To be able to describe the basic needs of animals and humans for survival	<i>As above Explain each stage of development from baby to old age.</i>	How do I look after a pet?	The children can: Explain the essentials for looking after a pet and how to keep it healthy.