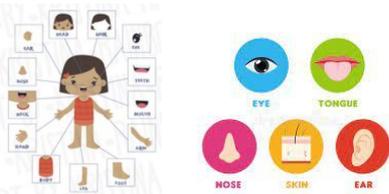




Knowledge I already have

In year 1, I:

- identified and named a variety of common animals that eat other animals, eat plants, eat plants and other animals (carnivores, herbivores and omnivores).
- identified, named, drew and labelled the basic parts of the human body. I was able to say which part of the body is associated with each sense.



New Knowledge

By the end of this unit, I will:

- 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.



Animals, including humans, have offspring which grow into adults. In humans and some animals, these offspring will be young, such as babies or kittens, that grow into adults. In other animals, such as chickens or insects, there may be eggs laid that hatch to young or other stages which then grow to adults. The young of some animals do not look like their parents e.g. tadpoles. All animals, including humans, have the basic needs of feeding, drinking and breathing that must be met 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.

Future Knowledge

In Year 3, I will:

- 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.

In Year 5, I will:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- describe the life process of reproduction in some plants and animals.

In Year 6, I will:

- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

Scientific Enquiry

Research using secondary sources:

- I will ask scientific questions and use research to find out about life cycles of animals. I will present this knowledge using diagrams.
- I will ask scientific questions to people to find out how a baby or animal is looked after.

Carry out comparative and fair tests:

- I will plan an enquiry to explore the effect of exercise on my body. I will record my results.

Observing over time:

- I will observe animals growing over a period of time such as caterpillars or chicks.

disease		A condition that causes harm to the health of a living thing.
exercise		Being physically active.
food types		E.g. meat, fish, vegetables, rice
growth		An increase in size.
heartbeat		The heart pulsing and pumping blood around the body.
hygiene		Keeping clean to stay healthy.
life stages		E.g. baby, child adult chick, hen
offspring		The child or young of an animal or human.
reproduction		The process by which living things make offspring or young.