Year 2 – Animals including humans – How do animals survive, grow and stay healthy?

Lesson 1

Lesson	1 of 5

Learning objective

I can describe the basic needs of animals, including humans, for survival (food, water, air and shelter).

National Curriculum links

NC Y2:

Children will:

- find out about and describe the basic needs of animals, including humans, for survival (food, water, air and shelter).

Working scientifically:

- asking simple questions and recognising that they can be answered in different ways
- gathering and recording data to help in answering questions

Key lesson question	What helps animals and humans survive?

Resources

- lesson presentation (PPT)
- activity worksheets
- practical activity ideas

Teaching input

- **Scientific enquiry** – Review the 'scientific enquiry types' and 'working scientifically' skills the children will use in this lesson.
- **How do animals survive, grow and stay healthy?** – The slide shows the lesson questions the children will answer in this unit. The current lesson's question is highlighted on the slide.
- **Key vocabulary for this lesson** – Go through the key vocabulary for this lesson and their definitions. Have any of the children heard these words before? Did they already know their meanings?
- **Identifying and classifying** – Introduce Calvin. Choose a child to read what Calvin says about the scientific enquiry type, 'Identifying and classifying'.
- **Let's recap** – Use these four slides to revisit learning from year 1. Discuss with the children that animals can have different names (robin, blackbird, seagull) but share a group name. What would the group name be? Review answers on the next slide. The third slide looks at the other four animal groups that the children will have covered in year 1. Ask the children to identify the group name for each animal. Can they give examples of other animals that would fit the criteria for that group? Take feedback from the class before revealing the answers on the following slide and sharing the characteristics of each group.
- **Animal groups** – Recap the names of the five main animal groups and ask the children to think about which group humans belong to.
- **Let's discuss** – Establish that humans are mammals and all animals need the same things to stay alive and survive. Ask the children to discuss with their learning partner and write a list to refer back to. Sentence starters are provided. Take feedback from the class before revealing the answers on the following slide.
- **Food** – Read the information on the slide. Ask the children if they can remember the scientific name for animals that only eat meat, only eat plants and animals that eat both? (carnivore, herbivore, omnivore).
- **Water** – Read the information on the slide.
- **Air** – Read the information on the slide. Note that fish use their gills to take in oxygen (oxygen is in air and water).
- **Shelter** – The fourth basic need for life is shelter. Use the photos on the slide to notice that not all shelters look the same. Ask the children if they can think of any other shelters animals use (e.g. humans live in homes, rabbits live in burrows).
- **Let's watch** – Watch the video on the slide to help the children remember the four basic needs for life for animals and humans.
- **Let's discuss** – Ask the children to review the list of things needed for survival that they wrote at the beginning. Read the comments from Clay and Isla. Do the children agree or disagree? Encourage discussion with children justifying their opinions. Take feedback from the class before revealing the answers on the following slide.
- **Basic need or nice to have?** – Use this slide to establish the difference between a basic need for survival and a nice to have item. Establish that it can be hard to sort items into those two groups but asking the questions written on the slide can help them decide.
- **Activity** – Introduce the activity, children will sort items into basic needs for survival and not a basic need on their activity worksheet. If the children need an example, you can use the following slide to support.
- **Let's discuss** – Review how the children sorted the cards. Allow the children time to discuss the questions with their learning partner or table group. Use the sentence starters to support discussion.
- **Challenge** – Children are to discuss the question and read the sentences with their learning partner. Take feedback from the class before revealing a possible answer on the following slide. Discuss other variations in wording that the children may have come up with.

Activity

Children cut out the pictures and sort them into two groups: basic need or not a basic need on their activity worksheet. Children can add some of their own items to each column.

They should discuss their ideas with a learning partner and justify their answers. An adapted worksheet is available in the lesson resources.

Challenge

Read the sentences and suggest ideas for the missing words. Encourage the children to think of other possible answers that could be used to correctly complete the sentences.

Cumulative quiz questions

1. What does survive mean?
2. What are the four basic needs that all animals and humans need to stay alive?
3. Humans could not survive without mobile phones. True or false? Explain your answer.

Self-assessment

- I can describe the basic needs of animals, including humans, for survival (food, water, air and shelter).
- I can distinguish between a basic need for survival and a 'nice to have' or 'helpful to have' – need.

Key vocabulary

air – is all around us and living things need it to survive
alive – something that is living
animal – a living thing that is not a plant
food – what an animal eats
shelter – a safe place to live that protects living things
survive – to stay alive
water – a clear liquid needed for all known life