

Year 2 – Animals, including Humans

National Curriculum Objectives		Sticky Knowledge		Vocabulary							
<ul style="list-style-type: none"> • Know that animals, including humans, have offspring which grow into adults • Know the basic stages in a life cycle for animals, including humans. • Find out 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. 		<ul style="list-style-type: none"> • Animals move in order to survive. • Different animals move in different ways to help them survive. • Exercise keeps animal's bodies in good condition and increases survival chances. • All animals eventually die. • Animals reproduce new animals when they reach maturity. • Animals grow until maturity and then don't grow any larger. 		Living, dead, never alive, habitats, micro-habitats, food, food chain, leaf litter, shelter, sea shore, woodland, ocean, rainforest, conditions, desert, damp, shade,							
				<table border="1"> <thead> <tr> <th>Key Scientists</th> <th>Linked Texts</th> </tr> </thead> <tbody> <tr> <td> Steve Irwin (Crocodile Hunter) </td> <td> The Gruffalo (Julia Donaldson) </td> </tr> <tr> <td> Robert Winston (Human Scientist) </td> <td> Meerkat Mail (Emily Gravett) </td> </tr> <tr> <td> Joe Wicks (Personal Trainer) </td> <td> Tadpole's Promise (Jeanne Willis and Tony Ross) </td> </tr> </tbody> </table>		Key Scientists	Linked Texts	Steve Irwin (Crocodile Hunter)	The Gruffalo (Julia Donaldson)	Robert Winston (Human Scientist)	Meerkat Mail (Emily Gravett)
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Maths National Curriculum Objectives		Working Scientifically Objectives									
<ul style="list-style-type: none"> • Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. • Ask and answer questions about totalling and comparing categorical data. 		1.1 asking simple questions and recognising that they can be answered in different ways 1.2 observing closely, using simple equipment 1.3 performing simple tests 1.4 identifying and classifying 1.5 using their observations and ideas to suggest answers to questions 1.6 gathering and recording data to help in answering questions.									
Prior Learning		Key Question(s):		Future Learning							
In Year 1 children should: <ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • How long do should my pets live for? • Do all animals grow and live the same way? • Do bigger animals live longer? • Why are we all different heights? • How and why do we grow and change? 		In Year 3 children will: <ul style="list-style-type: none"> • Identify that animals, including humans, need the right types and amount of nutrition, and they cannot make their own food; they get their nutrition from what they eat. • Know how nutrients, water and oxygen are transported within animals and humans. • Know about the importance of a nutritious, balanced diet. • Identify that humans and some other animals have skeletons and muscles for support, protection and movement. 							
Teaching Ideas											
Comparative tests	Identify & Classify	Observation over time	Pattern Seeking	Research	BIG Question – Assessment Opportunity						
Do amphibians have more in common with reptiles or fish? Do bananas make us run faster?	Which offspring belongs to which animal? How would you group things to show which are living, dead, or have never been alive?	How does a tadpole change over time? How much food and drink do I have over a week?	Which age group of children wash their hands the most in a day?	What food do you need in a healthy diet and why? What do you need to do to look after a pet dog/cat/lizard and keep it healthy?	Do living things change or stay the same?						