

Year 2 – <i>Animals including humans</i> (biology, chemistry, physics)	
NC objectives	
<ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	
Prior learning	Future Learning
<ul style="list-style-type: none"> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals, including humans)</li> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>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. (Y3 - Animals, including humans)</li> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Y5 - Living things and their habitats)</li> <li>Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats)</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. (Y6 - Animals, including humans)</li> </ul>
Key vocabulary	Common misconceptions
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)	Some children may think: <ul style="list-style-type: none"> <li>an animal's habitat is like its 'home'</li> <li>all animals that live in the sea are fish</li> <li>respiration is breathing</li> <li>breathing is respiration.</li> </ul>

Areas of enquiry	Hook suggestions
<ul style="list-style-type: none"> <li>• Observation over time – How does a tadpole change over time?</li> <li>• Comparative and fair testing – Do bananas make us run faster?</li> <li>• Identifying and classifying - How would you group things to show which are living, dead, or have never been alive?</li> <li>• Pattern seeking - Which age group of children wash their hands the most in a day?</li> <li>• Researching using secondary sources – What do you need to do to look after a pet dog/hamster/lizard and keep it healthy?</li> </ul>	<p><u>Books</u></p> <p>Dirty Bertie by David Roberts– Exploring hygiene          Handa's Surprise by Eileen Browne– Eating different foods          Once there were giants by Martin Waddell – humans have offspring that grow into adults          Monkey Puzzle by Julia Donaldson – Animals and their babies</p> <p><u>Scenarios</u></p> <p>Scenario – Thomas says that we should only eat fruit and vegetables because they are good for us. Harry says we should not eat any sweets or chocolate. (Research)</p>