



Year 2 – Animals, including Humans



Working Scientifically	Sticky Knowledge	Linked Texts	Key Scientists
- Recall and use specific scientific vocabulary accurately (year group key vocabulary). - Ask simple questions and recognise answer many differ, use simple secondary sources. - Observe closing, using simple equipment. - Perform simple tests. - Identify and classify. - Use their observations and ideas to suggest answers to questions. - Gather and record data to help in answering questions. - Record and communicate findings using simple scientific vocabulary.	- 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. From Yr 1 There are many different animals with different characteristics. - Animals have senses to help individuals survive. When animals sense things they are able to respond. - Animals need food to survive. - Animals need a variety of food to help them grow, repair their bodies, be active and stay healthy.	<i>The Gruffalo</i> (Julia Donaldson) <i>Meerkat Mail</i> (Emily Gravett) <i>Tadpole's Promise</i> (Jeanne Willis and Tony Ross)	Steve Irwin (Crocodile Hunter) Robert Winston (Human Scientist) Dr Kelly Blacklock (Veterinary surgeon)
Key Question(s):	Key Question(s):	WS vocabulary	
Can you name three things that animals and humans need to survive? Describe the life cycle of a frog. What is a human's offspring? Which animal has a kitten as its offspring? Why do animals have offspring that grow into adults? Why is a balanced diet important for humans? Why is hygiene important for humans?	- 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?	Investigation, enquiry, what to change, what we used, what we did, what we found out, chart, table, group, compare, observe, sort, classify, record, accuracy, test	

Teaching suggestions in Enquiry types

<u>Comparative tests</u>	<u>Identify & Classify</u>	<u>Observation over time</u>	<u>Pattern Seeking</u>	<u>Research</u>	<u>BIG Question – Problem solving</u>
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? (Also use EXPLORIFY) <u>Assessment Opportunity</u> 