

Year 2 – Living Things (Animals Including Humans)											
Links made with other subjects											
The BIG Question	Where does our food come from and how do we stay healthy?										
The BIG Outcome	Draw/order a food chain involving a human and explain why we need the food and what else is required to stay alive.										
Science objectives (link to NC)	<ul style="list-style-type: none"> - explore and compare the differences between things that are living, dead, and things that have never been alive - notice that animals, including humans, have offspring which grow into adults. 										
Prior knowledge What prior knowledge is needed for children to be successful in this unit?	<p><i>Children already know:</i></p> <p>EYFS – Understanding the world - Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.</p> <p>Yr 1 –Animals Including Humans (Types and Parts of Animals)</p>										
Future learning Consider the conceptual knowledge within a subject that pupils need for future learning not just the recall of facts but the importance of concepts	<p>This unit gives prior knowledge to:</p> <p>Yr 3 - Animals Including Humans (Movement and Feeding)</p> <p>Yr 4 - Animals Including Humans (Human Nutrition)</p> <p>Yr 5 - Animals Including Humans (Life Cycles)</p> <p>Yr 6 - Animals Including Humans (Our Bodies and Evolution and Inheritance)</p>										
Science strands	<p><u>Related Enquiry Questions</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Classifying</td> </tr> <tr> <td>Based on the children’s own criteria: - classify food items</td> </tr> <tr> <td>Observing over time</td> </tr> <tr> <td>-Observe a life cycle (e.g. caterpillars, chicks, farm animals).</td> </tr> <tr> <td>Pattern Seeking</td> </tr> <tr> <td>Not relevant</td> </tr> <tr> <td>Comparative testing</td> </tr> <tr> <td>Not relevant</td> </tr> <tr> <td>Researching</td> </tr> <tr> <td>- Research adult animals and their young e.g. googling pictures and names of animal babies – swan and cygnet</td> </tr> </table>	Classifying	Based on the children’s own criteria: - classify food items	Observing over time	-Observe a life cycle (e.g. caterpillars, chicks, farm animals).	Pattern Seeking	Not relevant	Comparative testing	Not relevant	Researching	- Research adult animals and their young e.g. googling pictures and names of animal babies – swan and cygnet
Classifying											
Based on the children’s own criteria: - classify food items											
Observing over time											
-Observe a life cycle (e.g. caterpillars, chicks, farm animals).											
Pattern Seeking											
Not relevant											
Comparative testing											
Not relevant											
Researching											
- Research adult animals and their young e.g. googling pictures and names of animal babies – swan and cygnet											
Vocabulary/ Glossary	<p>Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed</p> <p>Offspring, reproduction, growth, child, young/old stages (examples - chick/hen, baby/child/adult, caterpillar/butterfly),</p>										
Knowledge (see italics for knowledge to remember)	<p>The knowledge that children will learn and remember:</p> <ol style="list-style-type: none"> 1. <i>All objects are either living, dead or have never been alive.</i> 2. <i>Living things are plants (including seeds) and animals.</i> 3. <i>Dead things include dead animals and plants and parts of plants and animals that are no longer attached e.g. leaves and twigs, shells, fur, hair and feathers (This is a simplification, but appropriate for Year 2 children.)</i> 										

Science Scheme of Work

	<ol style="list-style-type: none"> 4. <i>An object made of wood is classed as dead. Objects made of rock, metal and plastic have never been alive (again ignoring that plastics are made of fossil fuels).</i> 5. <i>Animals, including humans, have offspring which grow into adults</i> 6. <i>In humans and some animals, these offspring will be young, such as babies or kittens, that grow into adults.</i> 7. <i>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.</i> 8. <i>The young of some animals do not look like their parents e.g. tadpoles.</i>
SEND expectations	<ol style="list-style-type: none"> 1. <i>All objects are either living, dead or have never been alive.</i> 2. <i>Living things are plants and animals.</i> 3. <i>Dead things include dead animals and plants</i> 4. <i>Animals, including humans, have offspring which grow into adults</i> 5. <i>In humans and some animals, these offspring will be young, such as babies or kittens, that grow into adults.</i> 6. <i>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.</i> 7. <i>The young of some animals do not look like their parents e.g. tadpoles.</i>
Misconceptions	<p>Some children may think:</p> <ul style="list-style-type: none"> - an animal's habitat is like its 'home' - all animals that live in the sea are fish -respiration is breathing - breathing is respiration.