

Advent 2
Science Year 2: Animals including Humans (i) (Biology)

Scripture Link: Genesis 1:26

National Curriculum Objective

Enquiry Question: How do animals and Humans survive?

	Lesson 1	Lesson 2	Lesson 3
Learning intention for each lesson	To understand what offspring are and who have them.	To understand the word 'lifecycle'.	To understand what is needed to stay alive.
Recall and Retrieval	Can name the main elements of a life cycle. can talk about similarities, differences, pattern and change in relation to people.	know what the word 'offspring' means. Know what alive, dead and never been alive mean.	Know what plants need to help them stay alive and grow.
Sequence of substantive knowledge throughout the lesson	I know what the word 'offspring' means. I know that animals including humans have offspring which grow into adults.	I know what the term 'lifecycle' refers to I know the basic lifecycles of Chicken, butterfly, human and frog	I know what it means to be 'alive'. I know what animals, including humans, need to stay alive.
Key Skills/disciplinary knowledge	<ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways; • observing closely, using simple equipment; • identifying and classifying; • using their observations and ideas to suggest answers to questions; • gathering and recording data to help in answering questions. 	<ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways; • identifying and classifying; • using their observations and ideas to suggest answers to questions; 	<ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways; • observing closely, using simple equipment; • using their observations and ideas to suggest answers to questions;
Key Vocabulary	Offspring, grow, adults, reproduce, survival, water, food,	Offspring, grow, adults, Life-cycle, reproduce, survival, water, food, air,	grow, adults, nutrition, survival, water, food, air, exercise, hygiene,
Main teaching activity <i>If the school has another short term planning</i>			

<i>format, this does not need to be included.</i>			
Scaffolding	Children could write their own ideas or teacher/TA to scribe ideas.	Children to use the cards and order into the lifecycle of a frog.	Children to use ICT individually or in pairs to search the answers to the questions. Children write down their answers.
Challenge	Teacher to model activity. Share expectations.	Challenge - to add additional detail to each stage e.g. with observable features	
Diversity Links			
Catholic Social Teaching Principles	Stewardship -Learning from God's creation	Stewardship -Learning from God's creation	Human Dignity – God loves us equally as his children Preferential option for the poor: Some of Gods family have plenty, and some don't.
British Values			
Wider links			

Advent 2
Science Year 2: Animals including Humans (i) (Biology)

	Lesson 4	Lesson 5	Lesson 6
Learning intention for each lesson	To explore the features some animals have to help them survive.	To understand how we can stay healthy.	To explore what makes a healthy diet for humans.
Recall and Retrieval	know what a vertebrate is know what an invertebrate is know what carnivores, herbivores and omnivores are	Know what is meant by a food chain Know how germs spread	can identify different ways to keep myself healthy know the impact of exercise on heart rate.
Sequence of substantive knowledge throughout the lesson	I know that some creatures have special features (eg. Whales and their blubber) that help them live longer.	I know what humans need to do to stay healthy (eg. exercise, diet, hygiene). I know the impact of exercise on heart rate.	I know some of the healthy foods that humans should have in their diet. I know what the food wheel shows us I know some facts about food groups
Key Skills/disciplinary knowledge	<ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways; • observing closely, using simple equipment; • using their observations and ideas to suggest answers to questions; 	<ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways; • observing closely, using simple equipment; • performing simple tests; • using their observations and ideas to suggest answers to questions; • gathering and recording data to help in answering questions. 	<ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways; • observing closely, using simple equipment; • identifying and classifying; • using their observations and ideas to suggest answers to questions; • gathering and recording data to help in answering questions.
Key Vocabulary	grow, adults, survival, water, food, air,	nutrition, water, food, air, exercise, hygiene, survival, healthy, balance.	grow, adults, nutrition, survival, water, food, air, exercise, hygiene, balance, healthy, dairy, protein, water, carbohydrate
Main teaching activity <i>If the school has another short term planning format, this does not need to be included.</i>			

Scaffolding	<p>Model a few examples, children try this discussion on tables with animal cards.</p> <p>Children to work in pairs or small groups.</p>	Teacher to model taking pulse rate correctly whether counting or using a data logger.	Some children may need the food wheel to support them.
Challenge	Challenge – Use of ICT to check answers.	Support children collating data correctly.	
Diversity Links			
Catholic Social Teaching Principles	Stewardship -Learning from God’s creation	Human Dignity – God loves us equally as his children Preferential option for the poor: Some of Gods family have plenty, and some don’t.	Human Dignity – God loves us equally as his children Preferential option for the poor: Some of Gods family have plenty, and some don’t.
British Values			
Wider curriculum links			