

**Lent 1**  
**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
<b>Learning intention for each lesson</b>	To know what represents a 'balanced diet'	To know the importance of good personal hygiene. (Know how germs spread. Know why soap is important).	To know what a microbe is. (Know the difference between good and bad microbes).
<b>Recall and Retrieval</b>	can record ways to keep myself healthy can name the main parts of the human body	know what is meant by 'diet' know that humans need a balanced diet: A healthy, balanced diet includes foods from all 5 food groups: fruit, vegetables, grains, proteins and dairy.	know what hygiene means know how germs spread know why soap is important.
<b>Sequence of substantive knowledge throughout the lesson</b>	I know what is meant by 'diet'  I know that humans need a balanced diet: A healthy, balanced diet includes foods from all 5 food groups: fruit, vegetables, grains, proteins and dairy.  I can explain what a balanced diet consists of.	I know what hygiene means  I know what a germ is  I can describe how germs can spread  I can describe some of the problems caused by spreading germs.  I know that the body performs better when it is clean and healthy.  I know why soap is important.	I know what a microbe is: Microorganisms, or microbes, are a diverse group of minute, simple forms of life that include bacteria, algae, fungi, protozoa, and viruses.  I can describe good and bad microbes  I can say what microbes do.
<b>Key Skills/disciplinary knowledge</b>	<ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways;</li> <li>• identifying and classifying;</li> <li>• using their observations and ideas to suggest answers to questions;</li> <li>• gathering and recording data to help in answering questions.</li> </ul>	<ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways;</li> <li>• observing closely, using simple equipment;</li> <li>• performing simple tests;</li> <li>• identifying and classifying;</li> <li>• using their observations and ideas to suggest answers to questions;</li> <li>• gathering and recording data to help in answering questions.</li> </ul>	<ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways;</li> <li>• observing closely, using simple equipment;</li> <li>• using their observations and ideas to suggest answers to questions;</li> <li>• gathering and recording data to help in answering questions.</li> </ul>

<b>Key Vocabulary</b>	grow, adults, nutrition, survival, water, food, air, exercise, hygiene, survival, exercise.	grow, adults, nutrition, survival, water, food, air, exercise, hygiene, survival, exercise.	Microbe, similarity, difference, grow, adults, nutrition, reproduce, survival, water, food, air, exercise, hygiene, survival, exercise.
<b>Main teaching activity</b> <i>If the school has another short term planning format, this does not need to be included.</i>			
<b>Scaffolding</b>	Questioning  Labelled diagrams  Nutrition pyramid image	Differentiated questioning	Word banks
<b>Challenge</b>		Word banks	
<b>Diversity Links</b>			
<b>Catholic Social Teaching Principles</b>	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.	
<b>British Values</b>			
<b>Wider links</b>			

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	Lesson 4	Lesson 5	Lesson 6
<b>Learning intention for each lesson</b>	To know what a microbe is. (Know the difference between good and bad microbes).	To use a test to show why hygiene is really important. (Know how to evaluate a comparative test).	End of Unit Knowledge Quiz.
<b>Recall and Retrieval</b>	know what hygiene means know how germs spread know why soap is important.	know what a microbe is can describe good and bad microbes know what carnivores, herbivores and omnivores are	
<b>Sequence of substantive knowledge throughout the lesson</b>	I know what a microbe is: Microorganisms, or microbes, are a diverse group of minute, simple forms of life that include bacteria, algae, fungi, protozoa, and viruses.  I can describe good and bad microbes  I can say what microbes do.	I can complete a fair test  I can predict an outcome  I can present my findings  I can draw a conclusion based on my observations and findings.	
<b>Key Skills/disciplinary knowledge</b>	<ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways;</li> <li>• observing closely, using simple equipment;</li> <li>• using their observations and ideas to suggest answers to questions;</li> <li>• gathering and recording data to help in answering questions.</li> </ul>	<ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways;</li> <li>• observing closely, using simple equipment;</li> <li>• performing simple tests;</li> <li>• using their observations and ideas to suggest answers to questions;</li> <li>• gathering and recording data to help in answering questions.</li> </ul>	
<b>Key Vocabulary</b>	Microbe, similarity, difference, grow, adults, nutrition, reproduce, survival, water, food, air, exercise, hygiene, survival, exercise.	nutrition, water, food, air, exercise, hygiene, survival, healthy, balance.	grow, adults, nutrition, survival, water, food, air, exercise, hygiene, balance, healthy, dairy, protein, water, carbohydrate
<b>Main teaching activity</b> <i>If the school has another short term planning format, this does not need to be included.</i>			

<b>Scaffolding</b>	Word banks	Word banks NHS resources	Scribe or reader to be used if needed.
<b>Challenge</b>		Visual aids to support.	
<b>Diversity Links</b>			
<b>Catholic Social Teaching Principles</b>		Human Dignity – God loves us equally as his children Preferential option for the poor: Some of Gods family have plenty, and some don't.	
<b>British Values</b>			
<b>Wider curriculum links</b>			