

Lent 2
Science Year 2: Plants (i) (Biology)

Scripture Link: *Genesis 1:12*

National Curriculum Objective

Enquiry Question: What are plants and how do they grow?

	Lesson 1	Lesson 2	Lesson 3
Learning intention for each lesson	To know the parts of a plant	To know the lifecycle of a common plant (sunflower/strawberry)	To know what plants need to grow and stay healthy.
Recall and Retrieval	can identify any of the things a plant needs to grow	can name to main parts of a plant: petal, root, stalk, leaf, That a fruit is a part of a flowering plant Vegetables grow from plants, but they do not have seeds on or inside them.	I know what is meant by life cycle I know that life cycles go on and on. I can name the main parts of the plant life cycle
Sequence of substantive knowledge throughout the lesson	I can name to main parts of a plant: petal, root, stalk, leaf,	I know what is meant by life cycle I know that life cycles go on and on. I can name the main parts of the plant life cycle	
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; 	<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; 	<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;
Key Vocabulary	Leaf, flower, blossom, bud, petal, berry, root, seed, stalk, trunk, branch, stem,	Leaf, flower, blossom, bud, petal, berry, root, seed, stalk, trunk, branch, stem, bark, fruit, light, water, grow, healthy, germinate,	Leaf, flower, blossom, bud, petal, berry, root, seed, stalk, trunk, branch, stem, bark, fruit, light, water, grow, healthy, germinate
Main teaching activity <i>If the school has another short</i>			

term planning format, this does not need to be included.			
Scaffolding	<p>Teacher/TA could scribe children's ideas or they could write their own ideas on post it notes to add.</p> <p>Provide labels for SEN children to add to the parts they know or language they have heard of.</p>	<p>Children complete their lifecycle independently but encourage collaboration on tables.</p>	<p>Mixed ability pairs</p> <p>Encourage children to use STEM sentences.</p>
Challenge	<p>EXT- children could add the function if required.</p>	<p>Teacher/TA to support children who may be struggling- labels can be provided or scribed on post it notes and stuck in.</p> <p>Verbal accounts can be recorded and evidenced using QR codes.</p>	<p>EXT expand their answers using own knowledge</p>
Diversity Links			
Catholic Social Teaching Principles	<p>Stewardship – We are called to be God's gardeners Learning from God's creation</p>	<p>Stewardship – We are called to be God's gardeners Learning from God's creation</p>	<p>Stewardship – We are called to be God's gardeners Learning from God's creation</p>
British Values			
Wider links			

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Science Year 2:Plants (i) (Biology)

	Lesson 4	Lesson 5	Lesson 6
Learning intention for each lesson	To know that plants can grow in different conditions	To know what germination is	
Recall and Retrieval	Name and label the parts of a plant lifecycle. Name the parts of a caterpillar life cycle.	Know what prediction means can identify foods that are grown and come from plants	
Sequence of substantive knowledge throughout the lesson	I can describe what happens if a plant has no water, no light, the right temperature Investigation.	I can explain what germination means: Germination is the process by which seeds begin to grow into plants. I can make a prediction – a sensible guess. I can explain my prediction.	
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; 	<ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways; • 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"> •
Key Vocabulary	light, shade, sun, warm, cool, water, grow, healthy, germinate, climate, nutrients.	germinate, climate, nutrients.	
Main teaching activity <i>If the school has another short term planning format, this does not need to be included.</i>			
Scaffolding	Remind about health and safety when touching seeds	Children to work in small groups to follow the step by step planting guides.	

	Encourage children to use STEM sentences.		
Challenge	EXT expand their answers using own knowledge	Children to work in mixed ability groupings.	
Diversity Links			
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British Values			
Wider curriculum links			