

Pentecost 1
Science Year 2:Plants (ii) (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 structure of a bulb and the purpose of each part.	To know what a climate is, that they can vary and that some plants adapt.	To know how to identify the common trees in our local area.
Recall and Retrieval	Word quiz; Explain – germinate Opaque Transparent Omnivore Invertebrate biome	That plants need 5 things to survive: light, air, water, nutrients and space to grow. Explain what a habitat is.	Label the parts of a tree Know what evergreen and deciduous mean That all trees have clues and features that help us to identify them.
Sequence of substantive knowledge throughout the lesson	That a bulb is an underground bud or stem of a plant. The tunic is the papery outer covering The scales are the thick leaves that store the food The bud is the future flower stored inside the bulb for protection.	That a climate refers to a long term pattern of weather in an area That there are different climates all over Earth There are 5 main types of climate: tropical, arid (dry), temperate, continental, polar.	That a climate refers to a long term pattern of weather in an area That there are different climates all over Earth There are 5 main types of climate: tropical, arid (dry), temperate, continental, polar.
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; • performing simple tests; • using their observations and ideas to suggest answers to questions; • gathering and recording data to help in answering questions.

Key Vocabulary	Tunic, stem, roots, bud, scales	Light, water, nutrients	Light, water, nutrients Oak, ash, beech, horse chestnut, spruce, tree, bark, leaf
Main teaching activity <i>If the school has another short term planning format, this does not need to be included.</i>			
Scaffolding			
Challenge			
Diversity Links			
Catholic Social Teaching Principles	Stewardship – We are called to be God’s gardeners Learning from God’s creation	Stewardship – We are called to be God’s gardeners Learning from God’s creation	Stewardship – We are called to be God’s gardeners Learning from God’s creation
British Values			
Wider links			

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	Lesson 4	Lesson 5	Lesson 6
Learning intention for each lesson	To know how to sort and classify a variety of different seeds	To make predictions as to the growth rate of different seeds	
Recall and Retrieval	That you need to look at the shape and size of the tree, the bark, leaves, flowers, fruits, buds and twigs to help you identify a tree.	Know what prediction means can identify foods that are grown and come from plants	
Sequence of substantive knowledge throughout the lesson	Seeds come in many different shapes and sizes. Seeds have an outer shell that protects a baby plant inside. The baby plant stays inside the seed until it gets the things it needs to grow. can name the main parts of the plant life cycle	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	<p>I can use ID sheets to help me identify seeds.</p> <p>I can describe how different seeds look.</p> <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. 	
Key Vocabulary		germinate, climate, nutrients.	
Main teaching activity <i>If the school has another short term planning format, this does</i>			

not need to be included.			
Scaffolding	Mixed ability pairs Remind about health and safety when touching seeds Encourage children to use STEM sentences.		
Challenge	EXT expand their answers using own knowledge		
Diversity Links			
Catholic Social Teaching Principles	Stewardship – We are called to be God’s gardeners Learning from God’s creation	Stewardship – We are called to be God’s gardeners Learning from God’s creation	Stewardship – We are called to be God’s gardeners Learning from God’s creation
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Wider curriculum links			