Lent 2 Science Year 3: Animals including Humans (Biology)			
Scripture Link: Genesis 1:27			
National Curriculum Objective •			
Enquiry Question: How does the human body work?			
	Lesson 1	Lesson 2	Lesson 3
Learning intention for each lesson	To know what a skeleton is and the names of some of the bones in the human body	To know what the purpose of a skeleton is	To know what a muscle is and what they do
Recall and Retrieval	know what transparent, translucent and opaque mean and their effects on light	can name some of the main bones in the human body Can name the 5 senses. can identify different ways to keep myself healthy know the impact of exercise on heart rate	Can explain the purpose of a skeleton Can define vertebrate and invertebrate. Know how germs spread
Sequence of substantive knowledge throughout the lesson	I know that the bones of the body form a framework called the skeleton. I can name some of the main bones in the human body	I know that this framework supports and protects the softer tissues.	I know that a muscle is made up of long threads, or fibres. I know that skeletal muscle controls movement, posture (position of the body), and balance.
Key Skills/disciplinary knowledge	• **asking relevant questions and using different types of scientific enquiries to answer them;** • **making systematic and careful observations** • **reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions;** • **using results to draw simple conclusions,** • **identifying differences, similarities or changes related to simple scientific ideas and processes;**	• **asking relevant questions and using different types of scientific enquiries to answer them;** • **making systematic and careful observations** • **reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions;** • **using results to draw simple conclusions,** • **identifying differences, similarities or changes related to simple scientific ideas and processes;**	• **asking relevant questions and using different types of scientific enquiries to answer them;** • **making systematic and careful observations** • **reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions;** • **using results to draw simple conclusions, identifying differences, similarities or changes related to simple scientific ideas and processes;**
Key Vocabulary	skeleton, bones, support, protect, skull, ribs, spine, muscles, joints	skeleton, bones, support, protect, skull, ribs, spine, muscles, joints	skeleton, bones, support, protect, skull, ribs, spine, muscles, joints
Main teaching activity			

If the school has another short term planning format, this does not need to be included.			
Scaffolding		Teacher to model sentence stem on IWB for chn to write answer in full sentences.	
Challenge		Challenge/mastery to incorporate scientific vocabulary and own scientific knowledge to back up each point. Chn explain their thinking.	
Diversity Links			
Catholic Social Teaching Principles	Human Dignity – we are all equal in Gods eyes and loved	Human Dignity – we are all equal in Gods eyes and loved	
British Values			
Wider links			

Lent 2 Science Year 3: Animals including Humans (Biology)			
	Lesson 4/5	Lesson 6	
Learning intention for each lesson	To create a bionic hand.	To know what invertebrates are and about animals without a backbone.	
Recall and Retrieval	know that a muscle is made up of long threads, or fibres. know what represents a 'balanced diet' know what a microbe is	know that skeletal muscle controls movement, posture (position of the body), and balance. know what carnivores, herbivores and omnivores are	
Sequence of substantive knowledge throughout the lesson	I know that skeletal muscle controls movement, posture (position of the body), and balance.	I know what an invertebrate is: Invertebrates are animals without a backbone or bony skeleton.	
Key Skills/disciplinary knowledge	• **asking relevant questions and using different types of scientific enquiries to answer them;** • **setting up simple practical enquiries, comparative and fair tests;** • **gathering, recording, classifying and presenting data in a variety of ways to help in answering questions;** • **reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions;**	• **asking relevant questions and using different types of scientific enquiries to answer them;** • **making systematic and careful observations, including thermometers and data loggers;** • **reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions;** • **using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions;** • **identifying differences, similarities or changes related to simple scientific ideas and processes;**	
Key Vocabulary	skeleton, bones, support, protect, skull, ribs, spine, joints	skeleton, bones, support, protect, skull, ribs, spine, muscles, joints	
Main teaching activity ***If the school has another short***			

term planning format, this does not need to be included.			
Scaffolding			
Challenge	Challenge/Mastery: Chn to justify the choices they have made within their design i.e sizes? How many fingers? And back it up with their scientific understanding.	.	
Diversity Links			
Catholic Social Teaching Principles		Stewardship – Seeing God in creation	
British Values			
Wider curriculum links			