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| Science Year 2 Medium Term Planning-Advent 2: Animals including humans | | | | | | | | | | | | | |
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| National Curriculum   * notice that animals, including humans, have offspring which grow into adults * find out about and describe the basic needs of animals, including humans, for survival (water, food and air) * describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | | | | | | | | | | | | | |
| Prior vocabulary knowledge  mammal, amphibian, reptile carnivore, herbivore, omnivore | | | | | | | | | | | | | |
|  | | Lesson 1 | | Lesson 2 | | Lesson 3 | | Lesson 4 | | Lesson 5 | | Lesson 6 | |
| Learning intention | | Retrieval:  What is an animal? | | How do animals change as they MATURE? | | How do we change as we MATURE? | | What do all animals need to stay alive? | | Keeping Healthy: Why do we exercise? | | Keeping healthy: Why do we eat different types of food? | |
| Working Scientifically | | Asking simple questions and recognising that they can be answered in different ways. | | Researching from secondary sources. | | Gathering and recording data to help in answering questions.  Performing simple tests. | | Using their ideas and observations to suggest answers to questions. | | Using their ideas and observations to suggest answers to questions. | | Identifying and classifying. | |
| Recall and retrieval | | CQ: 1-3  Identify different animals.  Can you tell me the meaning of: carnivore, herbivore, omnivore and give an example of an animal that is is each group. | | CQ: 1-6  What animal groups are there and name the groups and an animal that is in that group. | | CQ:7-10 | | CQ 11-14 | | CQ:11-16 | | CQ: 17-23 | |
| Sequence of knowledge throughout the lesson | | Key knowledge  To know the categories of animals and sorting animals into vertebrate /invertebrate  Retrieval: MRS GREN what vertebrate and invertebrate means and egs of each.  Generating curiosity question | | Key knowledge  Introduce the question metamorphosis Explain the life cycle of a known animals.  Model worked examples through each stage using images and vocabulary.  Know some animals look like parents and some go through metamorphosis and don’t look like parents.  Predicting | | Key knowledge  To know they (the children) have changed- pictures of them as babies and toddlers.  Order sequence of life cycle of a human.  Be aware of features of different stages of life.  Describing | | Key knowledge  To know what is essential to live.  To know water is essential for all life.  To know amphibians absorb water and other animals drink it.  Know why we need nutrients and where we get the nutrients; RETRIEVAL: omnivore, herbivore, carnivore and animals in these groups.  Air: How different animals breathe.  Proving | | Key knowledge  To know what exercise is and types of exercise.  The parts of the body affected when we exercise.  Why water is important - retrieve from the last session and also specific to exercise.  Effect of not exercising.  What hygiene is, different types and the importance of having good hygiene.  Creating | | Key knowledge  To know the effect on the body of drinking water.  Types of food. and the effect of fruit and vegetables on our body and their importance in keeping us healthy.  Different categories of food, how much of each is needed to be and stay healthy.  What we eat - A healthy plate of food  Deciding | |
| Scaffolding | | Fewer animals | | Label life cycles | | Simple sentences supported to describe each stage of life. | | Pictures with labels to match.  Pre learn vocab nutrients. | | Complete stem sentences about the effect of exercise on the heart, lungs and blood. | | Label the food groups | |
| Challenge | | Greater explanation. | | Write a simple explanation of each stage. | | More detailed description of each state of life. | | Write a simple explanations. | | write about the effect on heart, lungs and blood of exercise. | | Explanation of the different food groups. | |
| Tier 2 vocabulary | |  | |  | |  | | healthy  survive  exercise | | exercise  heart  lungs  muscles | | healthy  heart  lungs  muscles | |
| Tier 3 vocabulary | | vertebrate  invertebrate | | vertebrate  invertebrate  metamorphosis  pupa  lava | |  | | hygiene | |  | |  | |