

Science

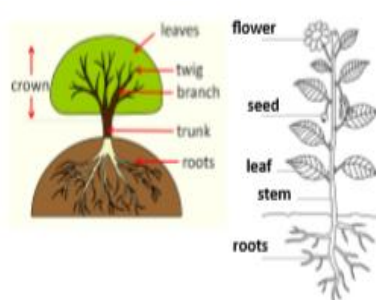
Plants Y1

Remember when:

Seeds, bulbs and plants grow. (EYFS)

Sticky knowledge:

- The parts of a plant include flower, petals, fruits, roots, and stem
- The parts of a tree are trunk, branch, twigs and leaves
- Deciduous trees lose their leaves in the autumn every year. Their leaves are generally broad, flat and have veins running through them. (Beech, rowan, oak, horse chestnut)
- Evergreen trees have leaves all year round. Their leaves are generally thick, waxy and narrow like needles (scots pine, holly, cedar)
- The parts of a plant including petals, fruits, roots, bulbs, seeds, stem, trunks and branches.
- A wild plant will grow by itself, when it grows somewhere unwanted, it may be a weed. A daisy, buttercup and dandelion are all wild plants.
- A garden plants is usually planted by people and might grow flowers which are beautiful to look at or grow fruit and vegetables to eat. A daffodils, roses and tomato are all garden plants.



Vocabulary

branches	buttercup
deciduous	dandelion
evergreen	daffodil
flower	rose
flowering	tomato plant
garden	berry
fruit	blossom
grow	bark
leaf/leaves	stalk
plant	bud
petal	
roots	
seed	
stem	
trunk	
tree	
wild	
weed	
daisy	

National Curriculum:

Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees

Identify and describe the basic structure of a variety of common flowering plants, including trees

Common Misconceptions

Some children may think:

- plants are flowering plants grown in pots with colored petals and leaves and a stem
- trees are not plants
- all leaves are green
- all stems are green
- a trunk is not a stem
- blossom is not a flower.

LO	Knowledge and Skills	Lesson outline
Lesson 1 LO: To know the parts of a flower Enquiry Type: Observation	Sticky Knowledge: The parts of a plant include flower, petals, fruits, roots, and stem Skill: Observing closely, using simple equipment	Introduce the topic. Discuss what we already know about plants. Can we identify the different parts of a plant/flower? Children attempt with a partner using labels and picture of flower/plant. Share PPT with children to develop their understanding of parts of a flower. Children alter activity to show correct answers. All children label the different parts of a plant/ flower in books. Photograph of a real plant should be used. Adult could label a real plant with post it notes. Use wildflowers and grass (dandelions) to label the parts of or show children unpotting a plant so they can see the roots lie beneath the earth. Plenary- Guess the part of the plant using zoomed in pictures.
Lesson 2 LO: To know the parts of a tree Enquiry Type: Observation	Sticky Knowledge: The parts of a tree are trunk, branch, twigs and leaves Skill: Observing closely, using simple equipment	Children recap the different parts of a flower/plant. Look at the picture of a tree. What are the different parts of a tree? Discuss with a partner. Children share answers. Show the different parts of a tree using PPT slides. Make sure photographs are used. Children label the different parts of a tree in their books. Observe parts of the tree and describe. Do trees have flowers? How are they different to the plants we looked at last week? Are all trees big? Are all plants small? Label trees outside using labels provided. Take photos of the children's work. LA – Word bank needed GD – Why might trees have bark?
Lesson 3	Sticky Knowledge:	Ask children the following...

<p>LO: To know that some plants are wild and some are sown</p> <p>Enquiry Type: Grouping and Classifying</p>	<p>A wild plant will grow by itself, when it grows somewhere unwanted, it may be a weed. A daisy, buttercup and dandelion are all wild plants. A garden plant is usually planted by people and might grow flowers which are beautiful to look at or grow fruit and vegetables to eat. Daffodils, roses and tomato are all garden plants.</p> <p>Skill: identifying and classifying Gathering, recording and communicating data and findings to help in answering questions.</p>	<p>Where do plants come from? Look at the pictures of wild plants and plants in gardens. What do you notice? Children discuss with a partner.</p> <p>Discuss with the children that some flowers are sown, and some flowers are wildflowers. Why do you think some flowers/ plants are sown? Discuss fruit and vegetables and specific plants which may be more attractive.</p> <p>Go outside and look for examples of wild and garden plants</p> <p>Sort wildflowers and garden flowers into a chart. LA/MA- Extension: How did you know which flowers were wild/sown? GA – Extension: Children to explain why some flowers are sown.</p>
<p>Lesson 4</p> <p>LO: To know how to plant a seed and know what type of plant it will grow into.</p> <p>Enquiry Type: Observation</p>	<p>Sticky Knowledge: A garden plants is usually planted by people and might grow flowers which are beautiful to look at or grow fruit and vegetables to eat. Daffodils, roses and tomato are all garden plants.</p> <p>Skill: asking simple questions and realizing they can be answered in different ways</p>	<p>Using the allotment area to grow vegetables and other plants. Record observations throughout the year.</p> <p>Children take photos of observations to produce a class book. Children also make window boxes for around school. Children reflect on their work after using the photos.</p> <p>What questions do the children have about the things they have planted? How could you find out the answers? Do we have to wait for them to grow and observe them or can we find out another way?</p>
<p>Lesson 5</p> <p>LO: To identify and name deciduous and evergreen trees</p> <p>Enquiry Type: Grouping and classifying</p>	<p>Sticky Knowledge: Deciduous trees loses their leaves in the autumn every year. Their leaves are generally broad, flat and have veins running through them. (Beech, rowan, oak, horse chestnut)</p> <p>Evergreen trees have leaves all year round. Their leaves are generally thick, waxy and narrow like needles (scots pine, holly,cedar)</p> <p>Skill: identifying and classifying</p> <p>Using their observations and ideas to suggest answers to questions.</p>	<p>Children recap parts of a tree and reasons for features. Are all trees the same? Discuss</p> <p>Recap from Autumn/Winter Seasonal changes unit some trees are deciduous and others are evergreen. Give reasoning Look at some different examples of deciduous/evergreen trees. Identify patterns and processes for both types.</p> <p>Show photo of tree/ leaves and children label with the name of the plant and whether they are deciduous or evergreen?</p> <p>GD – How can you identify an evergreen/ deciduous tree? List features</p> <p>Use leaf/twig spotter sheets to identify the trees in the school grounds. Are they deciduous or evergreen?</p> <p>Extension: Do the trees look different from when you looked at them in the Autumn?</p>
<p>Lesson 6</p> <p>Summer 2</p> <p>LO: To identify and name the plants that have grown in the school garden</p> <p>Enquiry Type: Observation over time.</p>	<p>Sticky Knowledge: A garden plant is usually planted by people and might grow flowers which are beautiful to look at or grow fruit and vegetables to eat. A daffodils, roses and tomato are all garden plants.</p> <p>Skill: observing closely, using simple equipment</p>	<p>Explain we are going to look at what happens to plants as they grow over time. Show children videos of daffodils and tomatoes growing.</p> <p>What do you notice? What are the basic needs of most plants?</p> <p>Children work in pairs/ groups to reenact a flower growing from a seed. One/two children pretend to be flowers, the other explains what is happening as the flowers grow.</p> <p>Discuss keywords used about flower growth.</p>
<p>Working towards</p>	<p>End of unit assessment Working at Age related expectations</p>	<p>Working at a greater depth</p>

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