

Science

Year 1 - Spring 1-Plants

National Curriculum / End Point statement

Plants

- 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

Seasonal Changes

- observe changes across the 4 seasons
- observe and describe weather associated with the seasons and how day length varies.

Working Scientifically

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6 (TAPS)	Lesson 7
Reactivation: Reception WALT identify the parts of a plant	WALT identify and describe the structure of a tree	WALT name some common wild and garden plants	WALT classify plants	WALT identify and classify fruits and vegetables	WALT observe closely	WALT compare plants

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Success Criteria						
<p>I know what a plant is</p> <p>I can label the parts of a flower Root, stem, leaf, petal, seed, bulb, bud</p> <p>I can tell you what some flowers have in common</p> <p>I can tell you what makes some flowers different to others.</p>	<p>I know what a plant is</p> <p>I can identify and describe the structure of a tree Root, trunk, branch, fruit, blossom, bud</p> <p>I can tell you what some trees have in common</p> <p>I can tell you what makes some trees different to others (evergreen/deciduous)</p>	<p>I can name plants that grow in our school grounds</p> <p>I know what the word 'wild' means</p> <p>I can explain what the difference between a 'wild' area and a 'garden' area is</p>	<p>I know what the different parts of a flower/tree are</p> <p>I can sort plants into different groups</p> <p>I can explain how I have sorted my plants</p>	<p>I can name some common fruits and vegetables</p> <p>I know where they grow</p> <p>I can tell you if they grow above ground or under the ground</p> <p>I can tell you</p>	<p>I can look carefully</p> <p>I can draw a leaf in detail (lines, veins, colour etc)</p> <p>I can use scientific equipment (microscope/magnifiers)</p> <p>I can compare two leaves</p>	<p>I can compare the shape of leaves and petals and tell you what is the same/different</p> <p>I can identify a bulb/seed</p> <p>I can describe the similarities and differences between various common plants</p>
Suggested Outcome						
<p>I can label diagram/drawing of a flower</p> <p>I can create a collage/3d model of a flower with parts identified</p>	<p>I can create a collage/3d model of a tree with parts identified</p> <p>I can label diagram/drawing of a tree</p>	<p>I can identify some of the plants that grow around the school</p> <p>I can photograph the different parts of a plant</p> <p>I can observe and match plants that are growing in the school grounds to photos that I have been given</p>	<p>I can sort common plants in different ways</p> <p>I can tell you how I have sorted the plants in that way</p>	<p>I can explain where fruits and vegetables grow</p> <p>I can tell you whether the part we eat is a leaf or root etc</p>	<p>I can draw a life like picture of a leaf that I have collected.</p> <p>I can label the features.</p>	<p>I can explain what a bulb/seed looks like</p> <p>I can tell you what is the same and what is different</p>
Vocabulary				NC links		
<p>Wild, garden, deciduous tree, evergreen tree, plant, flower, leaf, blossom, petal, fruit, root, bulb, seed, trunk, branch, stem, compare, bud</p> <p>common plant names eg daisy, buttercup, dandelion, daffodil, grass, names of trees within the school grounds</p>				<p>Science – seasons, working scientifically</p> <p>animals</p>		

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Key Learning	
Growing locally, there will be a vast array of plants which all have specific names. These can be identified by looking at the key characteristics of the plant. Plants have common parts but they vary between the different types of plants. Some trees keep their leaves all year while others drop their leaves during autumn and grow them again during spring.	
Possible Evidence	Common Misconceptions
<ul style="list-style-type: none"> Children can name plants that they see regularly Children can describe some of the key features of these plants e.g. the shape of the leaves, the colour of the flowers Children can point out trees which have lost their leaves and those that kept them the whole year Children can point to and name the parts of a plant, recognising that they are not always the same e.g. leaves may not be green 	<p>Some children may think:</p> <ul style="list-style-type: none"> Plants are flowering plants grown in pots with coloured petals 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

Notable Scientists
Beatrix Potter

CPD opportunity
https://www.reachoutcpd.com/courses/lower-primary/plants/

Useful Links
https://www.bbc.co.uk/bitesize/topics/zpxnyrd https://app.discoveryeducation.co.uk/learn/channels/channel/c6d4cbb8-a8f0-4bc5-8ab8-bc63598f53a5

Plants

Early learning goal	<ul style="list-style-type: none"> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.
Year 1	<ul style="list-style-type: none"> 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.