

Science

Year 2 - Summer 2 – Plants

National Curriculum / End Point Statement				
Plants <ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy Working Scientifically <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 identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions 				
Week 1	Week 2	Week 3	Week 4 (TAPS)	Week 5
Reactivate previous knowledge – Year 1 Plants WALT identify and classify plants	WALT describe what seeds/bulbs need to begin to grow	WALT record how plants change as they grow	WALT observe and record our findings	WALT suggest answers to a question.
In Focus - https://explorify.wellcome.ac.uk/en/activities/zoom-in-zoom-out/craggy-surface	In Focus - https://explorify.wellcome.ac.uk/en/activities/odd-one-out/seeds-of-life	In Focus - https://explorify.wellcome.ac.uk/en/activities/whats-going-on/shooting-sprouts	In Focus – https://explorify.wellcome.ac.uk/en/activities/the-big-question/do-you-need-big-seeds-to-grow-big-plants	In Focus - https://explorify.wellcome.ac.uk/en/activities/odd-one-out/winter-scenes
Success Criteria				
I can name the parts of a plant I can name some common plants I can tell you the difference between evergreen and deciduous trees	I know what a seed/bulb is I can explain what a bulb/seed needs to grow I know what germination is	I know what a healthy plant needs to grow I can explain how a plant changes as it grows I can name parts of a plant	I can explain what I can see I can record my observations	I know what a plant needs to grow I know that plants need the right temperature/right light to grow healthily I can suggest what to do to when a plant isn't growing healthily
Suggested Outcome				
Children could identify plants and trees found around the school grounds and in their gardens.	Children sort a variety of seeds (e.g. cress, beans and bulbs) and then plant the seeds. Teacher plant some seeds but 'forget' to water them over the coming days.	Children order/match photographs of plants and discuss the changes that happen	Children complete a focussed assessment task based on the Science unit they have been learning about.	Present children with unhealthy plants and ask them to be botanists and explain what the plants need to grow healthily.

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[Plant some beans to conduct some experiments later on in the term]	Bulbs could have a strip of card stuck on the wall behind them which children could mark to measure the growth over a few weeks.			
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Vocabulary	NC links
habitat, observe, young, mature, temperature , grow, healthy, germination , survival , light, dark, seed, seedling , bulb	Geography (habitat – land, sea, sky) Year 2 Science – living things- food chains, plants

Key Learning	
Plants may grow from either seeds or bulbs. These then germinate and grow into seedlings which then continue to grow into mature plants. These mature plants may have flowers which then develop into seeds, berries, fruits etc. Seeds and bulbs need to be planted outside at particular times of year and they will germinate and grow at different rates. Some plants are better suited to growing in full sun and some grow better in partial or full shade. Plants also need different amounts of water and space to grow well and stay healthy.	
Possible Evidence	Common Misconceptions
<ul style="list-style-type: none"> • Can describe how plants that they have grown from seeds and bulbs have developed over time • Can identify plants that grew well in different conditions • Can spot similarities and difference between bulbs and seeds • Can nurture seeds and bulbs into mature plants identifying the different requirements of different plants 	Some children may think: <ul style="list-style-type: none"> • plants are not alive as they cannot be seen to move • seeds are not alive • all plants start out as seeds • seeds and bulbs need sunlight to germinate.
Notable Scientists	
Jane Colden	
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

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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.
Year 2	<ul style="list-style-type: none">• Observe and describe how seeds and bulbs grow into mature plants.• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.• Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2 - Living things and their habitats)