

## SUBJECT MEDIUM TERM PLANNING – SCIENCE

**Year Group:** 1

**TERM:** Spring 1

**Theme:** Plants

**National Curriculum:**

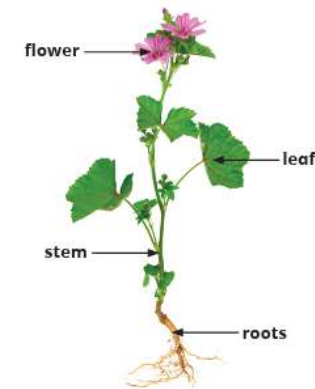
- identify and describe the basic structure of a variety of common flowering plants, including trees.

**Context: -**

Children will be able to name the basic structure of a flowering plant.  
Children will be able to name common wild and garden plants.

**Concepts:**  
Plants

**Vocabulary:**



**Prior Substantive Knowledge**

- Plant seeds and care for growing plants. (Nursery – Plants)
- Understand the key features of the life cycle of a plant and an animal. (Nursery – Plants)
- Begin to understand the need to respect and care for the natural environment and all living things. (Nursery – Plants)
- Explore the natural world around them. (Reception – Living things and their habitats)
- Recognise some environments that are different to the one in which they live. (Reception – Living things and their habitats)

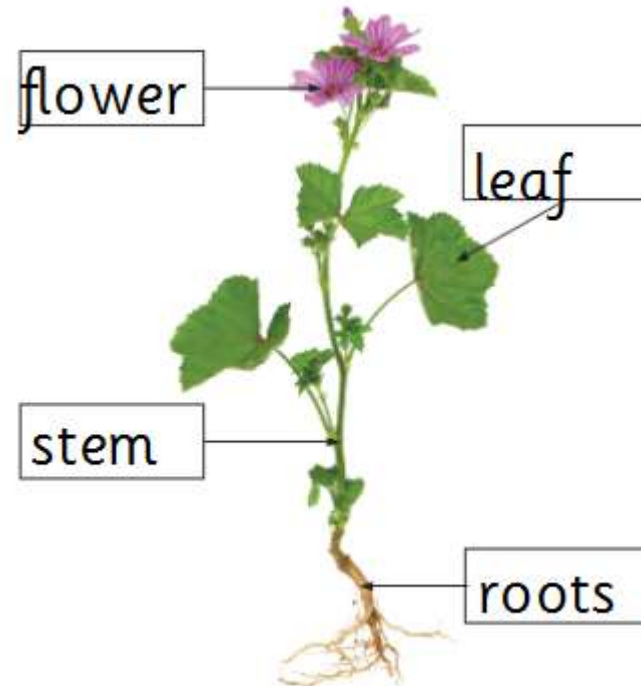
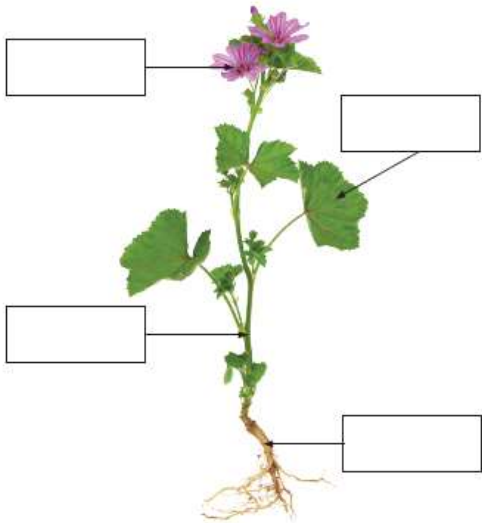
**Future Substantive Knowledge**

- Observe and describe how seeds and bulbs grow into mature plants. (Y2 - Plants)
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Y2 - Plants)
- Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2 - Living things and their habitats)
- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. (Y3 - Plants)
- Investigate the way in which water is transported within plants. (Y3 - Plants)

<p><b>Prior Disiplinary Knowledge</b></p> <ul style="list-style-type: none"> <li>• Asking Questions with a yes/no question to aid sorting</li> <li>• Ask 1 or 2 simple research questions linked to a topic</li> <li>• Observation - compare objects based on obvious features</li> <li>• Predictions - Children consider in advance what might happen or what they may find out</li> </ul>	<p><b>Future Disiplinary Knowledge</b></p> <ul style="list-style-type: none"> <li>• asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• setting up simple practical enquiries, comparative and fair tests</li> <li>• making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>• using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>
<p><b>End points /by the end of this unit pupils will..</b></p>	<p><b>Crucial Knowledge</b></p>

Name the parts of a flower.

stem roots flower leaf



### Lesson Number 1 Plants – Winter – Step 1

**Enquiry:** How do things I plant change over time?

**Concepts:**  
Plants

Assessment tool – Flashback

Recap the different parts of the plant. Show different types of plants

Show plant development stages – BBC Bitesize.

Provide children with some flowering plants. Children use hand lenses to observe them closely.

Identify – roots, stem, leaves and flowers

Label the picture

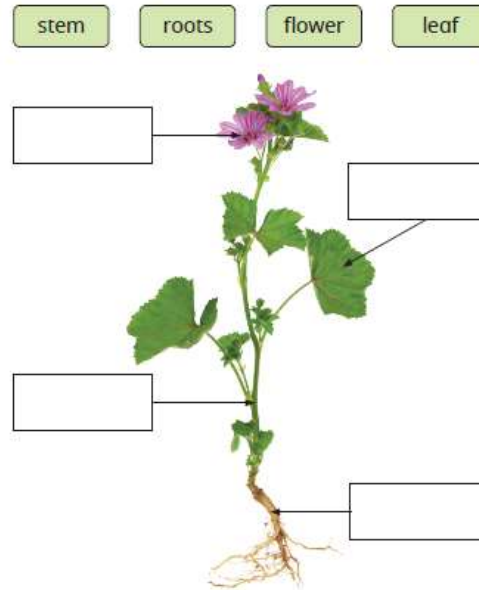
**Success Criteria:**  
This should what the children should be able to do by the end of the lesson

I can name the parts of a plant.  
I can observe a plant growing through different stages.

**Suggested resources:**

Hand lenses  
Seeds  
Pot  
Trowel  
Soil  
Water

Working scientifically: asking simple questions and recognising that they can be answered in different ways.



Introduce enquiry  
Independent task –  
Children plant a seed to grow inside the classroom.  
Observe plant over time and draw findings

How does the plant change over time?

Draw a picture to show the plant growth.

Week 1

Week 2

Week 3

Week 4

**Vocabulary:**

Plant, seed, flower, stem, roots, leaves