

SUBJECT MEDIUM TERM PLANNING – SCIENCE

Year Group: 1

TERM: Summer 1

Theme: Plants

National Curriculum:

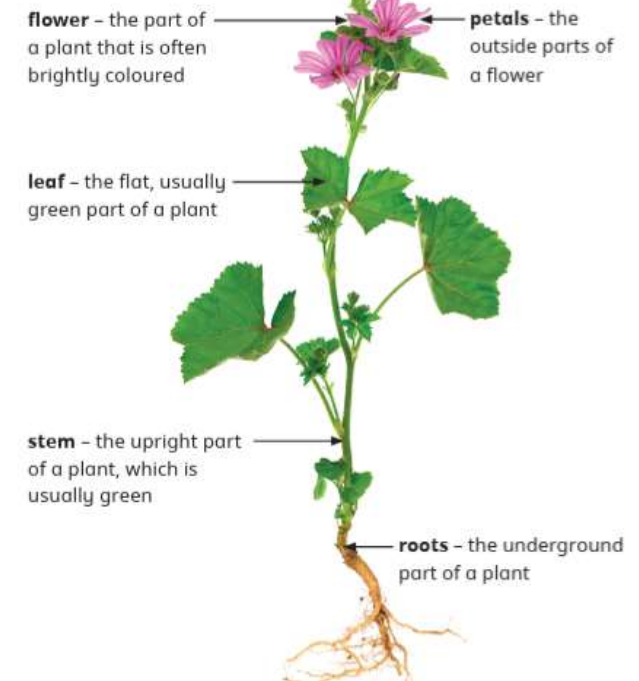
- identify and name a variety of common wild and garden plants
- identify and describe the basic structure of a variety of common flowering plants, including trees.

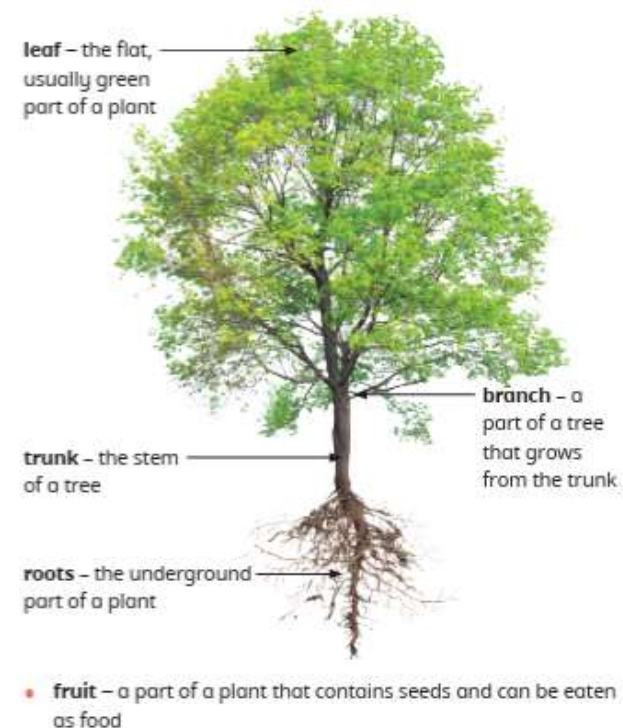
Context: -

Children will build on prior knowledge of the plants and be able to recognise and recall the parts of a tree. Children will then be able to identify deciduous and evergreen trees as well as name common wild and garden plants.

Concepts:
Plants

Vocabulary:





Wildflower – a plant that has not been chosen by humans to grow in their garden

Garden flower – a plant that has been chosen by humans to grow in their garden.

Deciduous tree – a type of tree that loses its leaves in Autumn

Evergreen trees – a tree that keeps its leaves all year round.

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)

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)

<ul style="list-style-type: none"> • Recognise some environments that are different to the one in which they live. (Reception – Living things and their habitats) <p>Prior Disiplinary Knowledge</p> <ul style="list-style-type: none"> • Asking Questions with a yes/no question to aid sorting • Ask 1 or 2 simple research questions linked to a topic • Observation - compare objects based on obvious features • Predictions - Children consider in advance what might happen or what they may find out 	<ul style="list-style-type: none"> • 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>Future Disiplinary Knowledge</p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings.
<p>End points /by the end of this unit pupils will..</p>	<p>Crucial Knowledge</p>
<p>Recall the difference between wildflowers and garden flowers.</p>	<p>Wildflower – a plant that has not been chosen by humans to grow in their garden Garden flower – a plant that has been chosen by humans to grow in their garden.</p>

This picture shows two trees in autumn,
Recall whether they are a deciduous tree or an evergreen tree. Explain reason

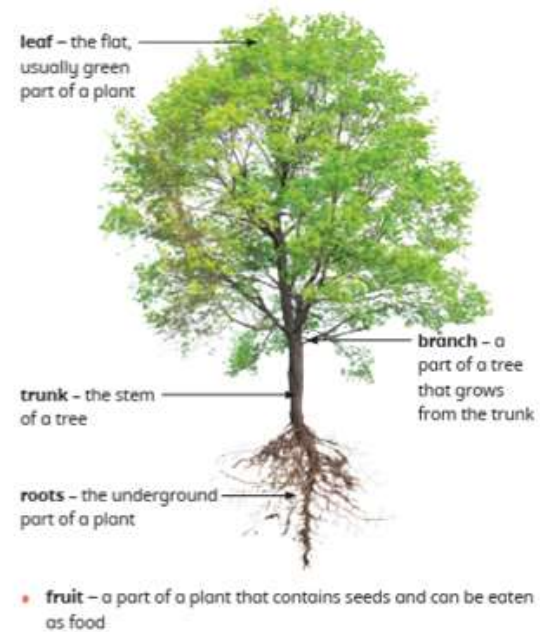
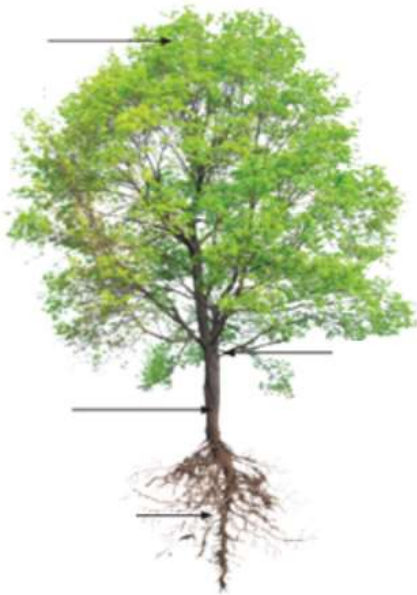



evergreen - it has kept its leaves



deciduous tree - it has lost its leaves.

- Recall the parts of a tree



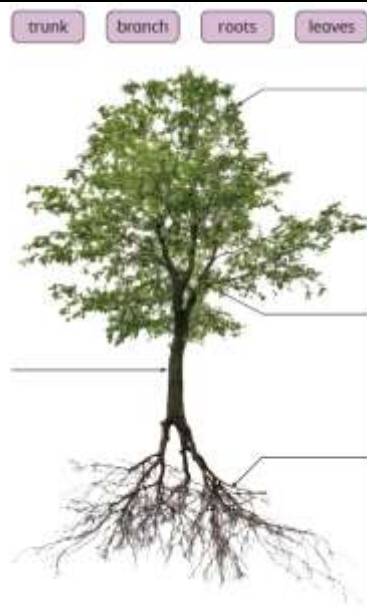
Key learning: Identify the parts of a plant.	Concepts: Plants	Assessment tool – Flashback Introduce the parts of a plant. Play BBC biteside video of the parts of a plant https://www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/z3wpsbk
Success Criteria: This should what the children should be able to do by the end of the lesson Working scientifically: identifying and grouping.	Suggested resources: Labelled plates Flowering plants Non flowering plants	Show different flowering plants – What's the same? What is different? Independent – Children have a range of flowering and non-flowering plants. Children to cut up the flowering plant into their parts, children then to sort the flowers, stem, roots and leaves onto labelled plates.  Task 2 – draw and label a flowering plant.

Vocabulary:

Flower, leaf, stem, roots, petals

Lesson Number 2 Tree parts – Step 2

Key learning: Identify the parts of a tree	Concepts: Plants	Assessment tool – Flashback Recap the parts of a flowering plant. Introduce the parts of a tree – show pictures. Discuss how some trees have fruits.
Success Criteria: This should what the children should be able to do by the end of the lesson	Suggested resources:	Children to visit forest school to identify different types of trees and identify the different features. Independent task – Children to label the parts of a tree.



Vocabulary:

Tree, leaf, trunk, roots, branch, fruit

Lesson Number 3
Wild and garden plants – Step 3
Plants in my local area – Step 4

Key learning:

Identify wild and garden flowers

Concepts:

Plants

Assessment tool – Flashback

Recap parts of a plant.

Common wild flowers video

<https://www.youtube.com/watch?v=LxWCNQ4imyE>

Success Criteria:

This should what the children should be able to do by the end of the lesson


- I can recap the parts of a plant.
- I can say whether a plant is a flowering

Suggested resources:

Word mat (prior to lesson visit forest school to see what plants are there. Take photos and create a word mat based on this)

Show a slide of both flowering and non flowering plants – have pictures of both and then group these




plant or a non-flowering plant.	ip-	<p>Investigate – Go to forest school and investigate the flowering plants, trees and non flowering plants – use ipad to support naming the plants if needed.</p> <p>Collect the flowers and create a class book on your findings. Press the flowers, stick flower on the sheet and laminate once completed</p> <p>Purple Mash quiz of learning – record score</p> 
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Vocabulary:

Wildflower, garden flower

Lesson Number 4
Deciduous trees – step 5
Trees in my local area – Step 7

<p>Key learning: Identify and name some deciduous trees</p>	<p>Concepts: Plants</p>	<p>Assessment tool – Flashback</p> <p>Recap parts of a tree and the visit to forest school.</p> <p>Introduce that some leaves drop their leaves in Autumn and others do not. Leaves that drop their leaves are called deciduous trees.</p>
<p>Success Criteria: This should what the children should be able to do by the end of the lesson</p> <p>I can recall the parts of a tree. I can recognise a deciduous tree I can recall the name of some deciduous trees.</p>	<p>Suggested resources:</p> <p>Leaves of different deciduous trees – horse chestnut, oaks, sycamore.</p>	<p>Show some different leaves from deciduous trees.</p> <p>Independent task - Provide children with leaves from different deciduous trees and some tracing paper and crayons for the children to create a rubbing of each leaf. Allow time for children to handle and observe the leaves. They should hold the paper gently over the leaf while rubbing, then shade in the imprint they make.</p> 

Working scientifically: using observations and ideas to suggest answers to questions		<p>Children can then group the leaves based on their appearance. Encourage them to say what is the same and what is different and to spot simple patterns between the leaves. This can aid with supporting recall of the names of different deciduous trees.</p> <p>Revisit the forest school and wildlife garden – Children to use their tree knowledge to correctly identify evergreen trees.</p>
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Vocabulary:

Deciduous tree, leaf, horse chestnut, oak, sycamore.

Lesson Number 5
Evergreen trees – Step 6
Trees in my local area – Step 7

<p>Key learning: Identify and name some evergreen trees</p>	<p>Concepts: Plants</p>	<p>Assessment tool – Flashback</p> <p>Recap parts of a tree. Recap deciduous trees</p>
<p>Success Criteria: This should what the children should be able to do by the end of the lesson</p> <p>I can recall the parts of a tree. I can recognise an evergreen tree I can recall the name of some evergreen trees.</p> <p>Working scientifically: using observations and ideas to suggest answers to questions.</p>	<p>Suggested resources: Twigs and leaves from an evergreen tree.</p>	<p>Introduce that trees that keep their leaves are called evergreen. Show pictures of evergreen trees What do you notice about their leaves – spikey</p> <p>Independent – draw an evergreen tree. Label correctly.</p> <p>Revisit the forest school and wildlife garden – Children to use their tree knowledge to correctly identify evergreen trees.</p>

Vocabulary:

Evergreen trees, pine, holly, branch, needles