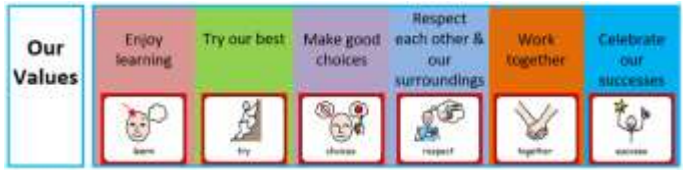
Science



SUBJECT MEDIUM TERM PLANNING – SCIENCE

Year Group: 1

TERM: Summer 2

Theme: Plants

National Curriculum:

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

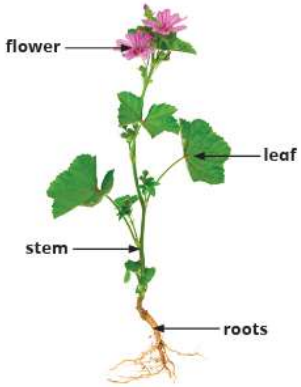
Context: -

Children will be able to name the basic structure of a flowering plant. This topic builds on plant growth, children will repeat growing seeds and be able to compare the similarities and differences between different seeds. This knowledge will prepare children for the year 2 enquiries when they learn what the best conditions are for plant growth

Concepts:

Plants

Vocabulary:



Prior Substantive Knowledge

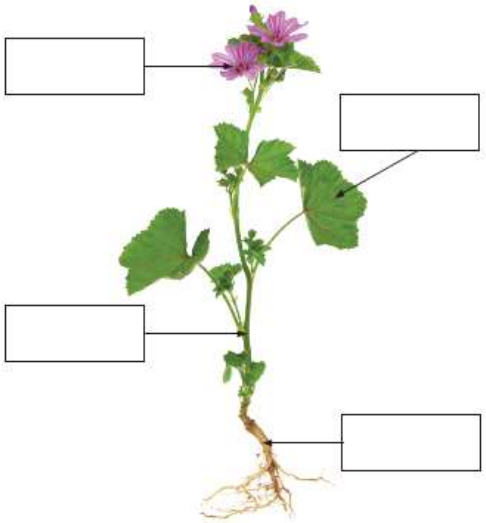
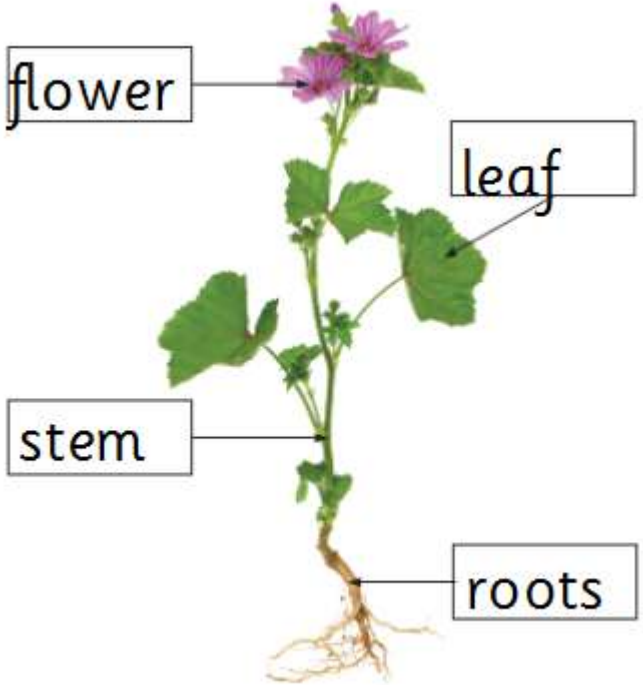
- Plant seeds and care for growing plants. (Nursery – Plants)
- Understand the key features of the life cycle of a plant and an animal. (Nursery – Plants)
- Begin to understand the need to respect and care for the natural environment and all living things. (Nursery – Plants)
- Explore the natural world 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)

Prior Displinary Knowledge

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)

• 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	Future Displinary Knowledge • 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.
End points /by the end of this unit pupils will...	Crucial Knowledge

Name the parts of a flower. stem roots flower leaf 	
Describe the changes you have observed in your planting.	• The plant started to germinate • It grow bigger • It started to flower

Lesson Number 1
Observe – Step 1

Enquiry: How do things I plant change over time?	**Concepts:** Plants	Assessment tool – Flashback Recap the parts of a plant Children should reflect on how their plants have changed.
Success Criteria: This should what the children should be able to do by the end of the lesson	**Suggested resources:** Hand lenses	Encourage children to use correct scientific language when talking about their plant's growth. They should refer to the roots, stem, leaves and any flowers. If photographs were taken of the plant each week, children can use them to reflect on how their plants have grown.

I can name the parts of a plant. I can observe a plant growing through different stages. Working scientifically: asking simple questions and recognising that they can be answered in different ways.		Children have looked at length and measurement in maths and can begin to measure the growth in whole centimetres. If appropriate, allow children to transfer their plants from the classroom to a suitable space outside. Growth could be measured and recorded at two-week intervals. Children should comment on the growth of their plant and could compare this to their plants grown in winter and spring.
Vocabulary: Plant, seed, growth, measure		