



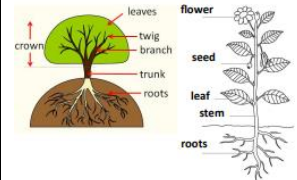



**Subject:** Science  
**Year group:** 1  
**Term:** Summer  
**Unit name:** Plants

- National curriculum:**
- 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

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| <b>Prior Knowledge</b>   |  |
| 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. They know that plants grow. |  |
| <b>Scientific enquiry</b>  |  |
| Classifying  | Allow children to classify leaves, flowers, and seeds, choosing their own criteria.  |
| Observing over time  | Observe a trail/patch to identify how plants change through the year.  |
| Pattern seeking  | Based on observations, encourage children to identify patterns e.g. after comparing the size of leaves on different plants, children may suggest "bigger plants have bigger leaves." |
| Comparative/fair testing   | Not relevant   |
| Researching  | Use secondary sources to name plants (including trees) based on observations of leaves, seeds, flowers, buds, and bark.  |

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| <b>Key vocabulary</b>   |   |
| Bark  | The outer layer of a trunk of a tree  |
| Branch  | parts that grow out from the tree trunk and have leaves, flowers, or fruit growing on them                          |
| Bud   | a swelling on a plant that can grow into new parts, such as leaves or a flower.                                     |
| Deciduous   | a tree that loses its leaves in the autumn every year   |
| Evergreen   | a tree or bush which has green leaves all the year round  |
| Flower  | the part of a plant which is often brightly coloured and grows at the end of a stem                                 |
| Fruit   | something which grows on a tree or bush and which contains seeds or a stone covered by a substance that you can eat |
| Leaf  | the parts of a tree or plant that are flat, thin, and usually green   |
| Petal   | thin coloured or white parts which form part of the flower  |
| Root  | the parts of a plant that grow under the ground   |
| Seed  | the small, hard part from which a new plant grows   |
| Stalk   | The stem of a plant   |
| Stem  | the thin, upright part of a plant on which the flowers and leaves grow  |
| Trunk   | the large main stem from which the branches grow  |
| <b>Spiritual Development</b>  |   |
| Through learning about plants and trees, children will foster an appreciation for the natural world around them. Genesis 1:29: Then God said, 'I give you every seed-bearing plants on the face of the whole earth and every tree that has fruit with seed in it. They will be yours for food.' |   |

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| <p><b>Key Learning Assessment Statements- what will the children know by the end of the unit?</b></p> <p><i>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 other trees drop their leaves during autumn and grow them again during spring.</i></p> |   |  |
| <p><b>To know what plants grow from seeds/bulbs.</b></p>   |   |  |
| <p><b>To know that plants need light and water to grow and survive.</b></p>  |   |  |
| <p><b>To know the names of common plants.</b></p>  | <ul style="list-style-type: none"> <li>• People may grow plants in their gardens and care for them.</li> <li>• They may grow flowering plants which are beautiful to look at or beans and seeds to grow plants for food.</li> <li>• When plants are grown for food, this may be called a herb garden or vegetable patch.</li> </ul>   |   |
| <p><b>To be able to name some common wild plants.</b></p>  | <ul style="list-style-type: none"> <li>• A wild plant will grow by itself.</li> <li>• It does not need to be cared for.</li> <li>• If it grows somewhere unwanted, it may be a weed.</li> </ul>   |   |
| <p><b>To name and label the parts of common trees and plants.</b></p>  |    |  |
| <p><b>To understand the terms deciduous and evergreen trees.</b></p>   | <p>Deciduous trees lose their leaves in the autumn every year. Their leaves are generally broad, flat and have veins running through them. Evergreen trees have green leaves all year round. Their leaves are generally thick, waxy and narrow like needles.</p>  |  |
| <p><b>Assessment for Learning</b></p> <p>Recapping prior knowledge- beginning of unit- what do children already know?</p> <p>Beginning of each lesson- focus on recall of previous learning (quick quizzes)</p>  | <p><b>Activity ideas</b></p> <ul style="list-style-type: none"> <li>• Plant a bean or a seed and watch it grow. Record your observations in a diary.</li> <li>• Go on a wild plant hunt! Create a tally chart to show how many of each plant you have found and then use the information to answer questions.</li> <li>• Plant some garden plants, care for them and watch them grow.</li> <li>• Go on a tree hunt around the local area- what types of trees can you see? Collect fallen leaves and identify which tree they came from using pictures to help you. Sort the leaves.</li> <li>• Label the parts of a plant</li> </ul> |  |