



Subject: Science  
 Year group: 1  
 Term: Spring  
 Unit name: Plants  
 Strand: Biology

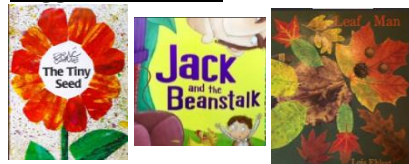
**Prior Knowledge** - Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes. They know that plants grow.

**Key Vocabulary:** Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud.  
 Names of trees in local area, garden and wild flowering plants.

**Key Scientists:**

Gardeners

**Suggested books:**



**National curriculum:**



















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

**Working Scientifically:**

- 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.

Respect

Integrity

Key learning objectives- <b>Highlighted boxes = Learning Objective for that lesson.</b> <i>The other two are your Success Criteria.</i>		
Knowledge	Working Scientifically	Scientific Enquiry
To identify and describe the basic structure of a variety of common flowering plants including trees.	To make careful observations. 	To find out how long different fruits and vegetables take to grow. 
To identify and describe the basic structure of a variety of common flowering plants including trees.	To keep a diary to explain how a seed grows. 	To observe seed growth over time. 
To identify and describe the basic structure of a variety of common flowering plants including trees.	To carefully draw and label a plant. 	To identify plants in the environment. 
To identify and describe the basic structure of a variety of common flowering plants including trees.	To label parts of a plant. 	To identify and classify parts of the plant. 
To identify and name a variety of common wild and garden plants including deciduous and evergreen trees.	To ask yes and no questions to begin to classify. 	To identify and classify different leaves from deciduous and evergreen trees. 
To identify and name a variety of common wild and garden plants including deciduous and evergreen trees.	To make simple predictions 	To observe types of leaves over time. 
<b>Scientific Enquiry Key</b>	<b>Comparative / fair testing</b> Changing one variable to see its effect on another, whilst keeping all others the same. 	<b>Pattern-seeking</b> Identifying patterns and looking for relationships in enquiries where variables are difficult to control. 
	<b>Research</b> Using secondary sources of information to answer scientific questions. 	<b>Identifying, grouping and classifying</b> Making observations to name, sort and organise items. 
	<b>Observation over time</b> Observing changes that occur over a period of time ranging from minutes to months. 	<b>Problem-solving</b> Applying prior scientific knowledge to find answers to problems. 
<b>Assessment- Key indicators:</b>		
<ul style="list-style-type: none"> <li>• Can name trees and other plants they see regularly.</li> <li>• Can describe key features of the trees and plants e.g. shapes of leaves/colour of the flower/blossom.</li> <li>• Can point out trees which lost their leaves and those who keep them all year. Can point to and name parts of a plant.</li> <li>• Can use simple charts to sort. Can use photos to talk about how plants change.</li> </ul>		