**Year 1 Science Curriculum – Summer Term 2**

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| **Theme: Identifying plants and their parts** |
| **Curriculum objectives** | **Vocabulary** | **Links across the curriculum** |
| 1. To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
2. To identify and describe the basic structure of a variety of common flowering plants, including trees.
 | **Keyword** | **Definition**  | **bark** | The covering of the trunk | **English:****A day at the Eden project** – Kate Perry – A young girl and ger friend visit the Eden Project in Cornwall.**In the Forest** – Becca Heddle – Find out all about the fascinating forest, from dawn until night. |
| **different** | Not the same | **roots** | The part of the plant which grows under the ground |
| **compare** | To notice how things are the same or different | **stem** | The part of the plant which grows above the ground, and which holds the leaves and flowers |
| **describe** | To use words to tell someone what something is like | **trunk** | The stem of a tree |
| **similar** | Not identical but very alike | **classify** | To group objects according to similarities in appearance or properties |
| **texture** | How a surface or material feels | **group (verb)** | To place objects, materials or living things into sets |
| **deciduous** | Plants which shed their leaves once a year | **identify** | To know and say what something is |
| **evergreen** | Plants which appear to have leaves all year round | **observe** | To look carefully at something, to notice what it is like or how it has changed |
| **leaf** | A flat part of the plant which is attached to the stem | **plant (noun)** | A living thing that grows in the ground and usually has leaves, stems and roots |
| **Prior knowledge:***What specifically have pupils learned that is relevant to this unit that they are building upon?* | **Future knowledge:** *What specifically will pupils learn in the future that is relevant to this unit?* |
| Identifying plants and their parts is a biology topic, building on children’s early experiences in Foundation Stage.* To explore the natural world around them, making observations and drawing pictures of plants (EYFS framework; ELG The Natural World)
 | This prepares children for later learning:* Process and conditions of growth of plants (Year 2 Biology – Plants).
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| **Lesson Sequence** | **Key Knowledge** | **Key Skills** |
| 1. ***What wild and garden plants can we find around our school?***
 | Wild and garden plants can be found around the school and locality, including flowering plants, and these can be identified and named. | **Working scientifically**Skills children will learn, use, and develop* Observing closely [using simple equipment].
* Identifying and classifying.

**Knowledge about science children will learn:**They will develop an understanding of the following types of enquiry: identifying and classifying and observing over time.They will learn that scientists build explanations about the natural world by making observations and collecting, analysing, and interpreting data to test their ideas, and that they identify links, patterns, and relationships. |
| 1. ***What parts of a plant grow above the ground?***
 | The names of the parts of a flowering plant that grow above the ground are the stem, leaf, and flower. |
| 1. ***What part of a plant grows under the ground?***
 | Roots grow under the ground and different plants have different roots. |
| 1. ***Why are trees plants?***
 | Trees are plants which have roots, stems, leaves and most have flowers. There are differences between deciduous and evergreen trees. |
| 1. ***What are the similarities and differences between plants that have flowers?***
 | There are similarities and differences between flowering plants.There is no need to grow plants in Year 1. The focus should be on gaining a wide knowledge of plants growing locally and the differences and similarities between their stems, roots, leaves and flowers. The fruit of a plant does not need to be a teaching point but may be observed by children. Teaching in subsequent year groups will address the functions of plant parts, fruits and conditions for growth. |
| 1. ***Assessment***
 | Snapshot 2: Name that Part!Curriculum statement is achieved if the child: Can identify parts of a variety of plants, including recognising that a tree’s trunk is like the stem of other plants. Can locate the flowers, stems and leaves on different types of plant. Can explain in simple terms that plants have roots, even when they can’t be seen. |
| **Themes and links** |
| **Themes (types of enquiry)** | **Where these are covered:** | **Links across the Science curriculum** |
| **Observing closely (using simple equipment)** | Lessons 1, 2, 3 and 4Can describe observations using sensory and context-specific vocabulary (such as colour, size, roughness) for the different parts of the plant)Can make some of their observations using magnifiers. |

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| EYFS |  |
| 1 |  |
| 2 | Observe and describe how seeds and bulbs grow into mature plants.Find out and describe how plants need water, light, and a suitable temperature to grow and stay healthy. |
| 3 | Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves [and flowers].Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.Investigate the way in which water is transported within plants.Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. |
| 4 |  |
| 5 | Describe the life process of reproduction in some plants. |
| 6 |  |

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| **Identifying and classifying**  | Lesson 1, 4 and 5Can identify at least one wild and one garden plant from the school groundsCan identify trees growing locally using pictures of leavesCan identify the different plants parts of a made-up plant has come from |