

	<b>Year 1</b>	<b>Topic: Plants</b>
National Curriculum links: <ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>		

Prior learning	Future learning
<ul style="list-style-type: none"> <li>Plant seeds and care for growing plants. (Nursery - Plants)</li> <li>Understand the key features of the life cycle of a plant and an animal. (Nursery - Plants)</li> <li>Begin to understand the need to respect and care for the natural environment and all living things. (Nursery - Plants)</li> <li>Explore the natural world around them. (Reception - Living things and their habitats)</li> <li>Recognise some environments that are different to the one in which they live. (Reception - Living things and their habitats)</li> </ul>	<ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants. (Y2 - Plants)</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Y2 - Plants)</li> <li>Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2 - Living things and their habitats)</li> <li>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. (Y3 - Plants)</li> <li>Investigate the way in which water is transported within plants. (Y3 - Plants)</li> </ul>

WHAT PUPILS NEED TO KNOW OR DO TO BE SECURE	
Show understanding of a concept using scientific vocabulary correctly	
Key learning	Possible evidence
<p>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.</p>	<ul style="list-style-type: none"> <li>Can name trees and other plants that they see regularly</li> <li>Can describe some of the key features of these trees and plants e.g. the shape of the leaves, the colour of the flower/blossom</li> <li>Can point out trees which lost their leaves and those that kept them the whole year</li> <li>Can point to and name the parts of a plant, recognising that they are not always the same e.g. leaves and stems may not be green</li> </ul>
Key vocabulary	
<p>Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud</p> <p>Names of trees in the local area</p> <p>Names of garden and wild flowering plants in the local area</p>	

## Common misconceptions

Some children may think:

- plants are flowering plants grown in pots with colored petals and leaves and a stem
- trees are not plants
- all leaves are green
- all stems are green
- a trunk is not a stem
- blossom is not a flower.

## Apply knowledge in familiar related contexts, including a range of enquiries

### Activities

- Make close observations of leaves, seeds, flowers etc.
- Compare two leaves, seeds, flowers etc.
- Classify leaves, seeds, flowers etc. using a range of characteristics.
- Identify plants by matching them to named images.
- Make observations of how plants change over a period of time.
- When further afield, spot plants that are the same as those in the local area studied regularly, describing the key features that helped them.

### Possible evidence

- Can sort and group parts of plants using similarities and differences
- Can use simple charts etc. to identify plants
- Can collect information on features that change during the year
- Can use photographs to talk about how plants change over time

### Lesson 1

LO: to describe and compare plants, seeds and bulbs.

### Key Assessment Questions

Can children name different plants, seeds and bulbs?  
Can children observe and compare plants?  
Can children ask questions about seeds and bulbs?  
Can children make observations about seeds and bulbs?

### Lesson 2

LO: to name and compare the parts of plants.

### Key Assessment Questions

Can children name the parts of a plant?  
Can children find each part on a plant?  
Can children say what is similar and different when comparing parts of plants?

**TAPs science. Lesson Yr1 plant structure**

<https://pstit.org.uk/resources/curriculum-materials/assessment>

<b>Lesson 3</b> <u>LO: to name and identify some common garden and wild plants.</u>	<b><u>Key Assessment Questions</u></b> Can children name the parts of a plant? Can children find each part on a plant? Can children say what is similar and different when comparing parts of plants?
<b>Lesson 4</b> <u>LO: to identify and name some common trees.</u>	<b><u>Key Assessment Questions</u></b> Can children say what an evergreen tree is and a deciduous tree is? Can children name and identify some evergreen trees? Can children name and identify some deciduous trees? Can children use leaves to identify and name trees
<b>Lesson 5</b> <u>LO: To make observations on leaves/seeds</u>	<b><u>Key Assessment Questions</u></b> Can children talk about how leaves/seeds are similar? Can children talk about how leaves/seeds are different? Can children sort leaves/seeds into different groups?
<b>Lesson 6</b> <u>LO: to name and compare some common plants and trees.</u>  (make a chart recording amount of trees/plants around school grounds)	<b><u>Key Assessment Questions</u></b> Can children identify (name) some plants and trees? Can children say how the plants and trees are similar? Can children say how the plants and trees are different? Can children sort plants and trees into groups?

If completing topic over a term, objectives can be covered over more than one lesson ensuring scientific enquiry skills (working scientifically) are being developed