



Unit Title: *Plants*

Year Group: *1*

Academic Year: *2024-2025*

### Science Intent:

- . *Identify and name a range of common wild and garden plants, including deciduous and evergreen trees.*
- . *Identify and describe the basic structure of common flowering plants, including trees.*

<i>Prior Scientific Learning:</i>	<i>Literacy Links (including texts/media used):</i>	<i>Maths Links:</i>
<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>. <i>Variety of books in book corner re plants, planting growing from seed to plant.</i></li> </ul>	<ul style="list-style-type: none"> <li>. <i>Time and months of the year.</i></li> </ul>
<i>Scientific Knowledge</i>	<i>Scientific Enquiry Approaches:</i>	<i>Working Scientifically:</i>
<ul style="list-style-type: none"> <li>. <i>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</i></li> <li>. <i>Identify and describe the basic</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Observations over time</i></li> <li>• <i>Identifying, grouping and classifying</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Asking simple questions and recognising that they can be answered in different ways - While exploring the world, the children develop their ability to ask questions (such as what something is, how things are similar and different, the ways things work, which alternative is better, how things change and how they happen). Where appropriate, they</i></li> </ul>



<p><i>structure of a variety of common flowering plants, including trees.</i></p>		<p>answer these questions.</p> <ul style="list-style-type: none"> <li>• <i>Identifying and classifying</i> - Children use their observations and testing to compare objects, materials and living things. They sort and group these things, identifying their own criteria for sorting.</li> <li>• <i>Gathering and recording data to help answering questions</i> - The children record their observations e.g. using photographs, videos, drawings, labelled diagrams or in writing.</li> </ul>
<p><i>Lesson 1: WALT: Share what we know about different plants and trees.</i></p> <p><b>BASELINE ASSESSMENT LESSON:</b> Show the children some images of plants and trees – discuss what we already know. Focus on identify names, parts of the plant, functions, different trees. Discuss what the children would like to know about plants.</p> <p><u><b>Activity:</b></u> <i>Children to complete a mind map showing what they know about plants and what they would like to find out.</i></p> <p><i>All children will be able to share two or three things they know about plants.</i>  <i>Most children will be able to share a variety of things they know about plants and trees.</i>  <i>Some children will be able to share what they know about plants and trees and write what they would like to find out.</i></p>		<p><b>Key Vocabulary:</b></p> <p>leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, names of trees in the local area, names of garden and wild flowering plants in the local area</p>
<p><i>Lesson 2: WALT: Explain why seeds are planted</i></p> <p><i>As a class look at a variety of seeds apple seeds, bean seeds etc. Discuss the similarities and</i></p>		<p><b>Key Vocabulary:</b></p> <p>leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch,</p>



<p>differences through observations. As a class discuss when it is best to plant seeds? How to plant seeds? What will happen to the seeds?</p> <p><b>Activity:</b></p> <p>Children to plant a bean seed in a bag so that they can see it sprouting create a bean diary so each child can monitor the growth process of their bean.</p> <p>Children to also plant some seeds for the plant patch outside.</p> <p><b>All children will be able to explain why we plant seeds.</b></p> <p>Most children will be able to explain how we plant seeds.</p> <p>Some children will be able to explain the growth process of a seed.</p>	<p>stem, bark, stalk, bud, names of trees in the local area, names of garden and wild flowering plants in the local area</p>
<p><b>Lesson 3: WALT:</b> Identify and describe the basic structure of a common flowering plant.</p>	<p><b>Key Vocabulary:</b></p>
<p>Recap the last lesson on seeds and go through Bean Diaries. Explain that today we are going to be looking at the different parts of the plant. Go through PP and watch video <a href="#">Parts of Plants for Kids   Learn all about plant parts and their functions</a> focus on seed, stem, root, leaves, flower, petal.</p> <p><b>Activity:</b></p> <p>class to complete cut and stick activity labelling parts of the plant.</p> <p>class to go into ECO area and try and find some weeds to pick to see the different parts of a plant.</p> <p><b>All children will be able to verbally name the different parts of a plant.</b></p> <p>Most children will be able to label the parts of a plant correctly.</p> <p>Some children will be able to label the parts of a plant correctly and discuss their function.</p>	<p>leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, names of trees in the local area, names of garden and wild flowering plants in the local area</p>
<p><b>Lesson 4: WALT:</b> Identify and name a range of common wild and garden plants</p>	<p><b>Key Vocabulary:</b></p>



<p>Recap the different parts of flowering plant we learnt about last week and revisit bean diaries. Explain the difference between wild plants and garden plants. Explain that we are going to go on a walk around the school grounds to see what plants we can find.</p> <p><b>Activities:</b></p> <p>class go outside and complete an observational drawing of a plant</p> <p>class sort out plant pictures into garden and wild plants with a partner</p> <p><b>All children will be able to discuss the difference between a wild and garden plant.</b></p> <p>Most children will be able to name a common wild and garden plant.</p> <p>Some children will be able to name a variety of wild and garden plants.</p>	<p>leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, names of trees in the local area, names of garden and wild flowering plants in the local area</p>
<p><b>Lesson 5: WALT:</b> Identify, name and describe the structures of a range of trees, including deciduous and evergreen trees.</p>	<p><b>Key Vocabulary:</b></p>
<p>Looking at the trees outside our classroom, discuss how they change throughout the different seasons. Discuss the difference between a deciduous and evergreen tree. Go on a walk outside and see how many of each tree we can find.</p> <p><b>Activity:</b> Children to draw and label a comparison picture of an evergreen and deciduous tree during Summer and Winter.</p> <p>Extension: Children to write on a post it note the difference between an evergreen and deciduous tree.</p>	<p>leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, names of trees in the local area, deciduous, evergreen</p>



<p><i>All children will be able to discuss the difference between a deciduous and evergreen tree.</i></p> <p><i>Most children will be able to discuss what happens to deciduous and evergreen trees during the Winter and Summer.</i></p> <p><i>Some children will be able to sort a range of trees into deciduous and evergreen based on their structures and properties.</i></p>	
<p><i>Lesson 6: WALT: Share what we have learnt about plants during our topic.</i></p>	<p><i>Key Vocabulary:</i></p>
<p><i>Children to complete an end of unit assessment on plants.</i></p>	

<p><i>Stunning Start: Growing bean seeds and watching grow</i></p> <p><i>Marvellous Middle/ Fabulous Finish: Planting seeds for outside area throughout.</i></p>	<p><i>OAA/Trips/Visits/Visitors:</i></p> <p><i>Trip to ECO area</i></p>
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