The Canons CE Primary School

Y1 Science – Plants

(Spring 2 – Enchanted Woodland)

NC Targets to be Covered:

Pupils should be taught to:

- identify and name a variety of common wild and garden plants and trees, and those classified as deciduous and evergreen
- name the different parts of a flower e.g. root, stem, leaf
- describe how flowers grow
- compare flowers and plants to identify similarities and differences.

Learning Ladders:

- I can identify and name a variety of common wild and garden plants and trees, and those classified as deciduous and evergreen.
- I can name the different parts of a flower e.g. root, stem, leaf.
- I can compare flowers and plants to identify similarities and differences.
- I can describe how flowers grow.

Working Scientifically

1. I can ask simple questions and recognise that they can be answered in different ways.
2. I can observe closely, using simple equipment.
3. I can perform simple tests.
4. I can identify and classify.
5. I can use my observations and ideas to suggest answers to questions.
6. I can gather and record data to help in answering questions.

Key Vocabulary

leaf, petal, trunk, branch, root, seed, bulb, flower, stem, wild, garden, deciduous, evergreen, tulip, pansy, daffodil, rose

Week	Order of Study
1	**Start of unit quiz** **LI: I can identify and name some common wild and garden plants.** **Type of Scientific Enquiry – Research – Which flowers did Little Red Riding Hood leave in her basket?** **Starter** – HOOK – there will be a basket in the wildlife area full of tulips, pansies, daffodils and roses. Ask children: What flowers do you know? What trees do you know? **Main lesson** – Research the different flowers that Little Red Riding Hood had left in the wildlife area. Children to investigate the features of them and solve which flowers she had left. **Task** – Cross-curricular learning. Do first observational drawing of one of the flowers (that she left) IN ART BOOK to take photo of and stick under LI in Science book. Do an observational drawing each day throughout the week. Rose = green card and red tissue paper for collage Daffodils = pencil and yellow and green crayons Tulip = pencil drawing and watercolours Pansy = pencil drawing and oil pastels **Plenary** – Quiz on the flowers **Resources needed**: Tulips, pansies, daffodils, roses, basket, art books, materials for observational drawings. **Key terminology – flower, stem, root, seed, bulb, petals, tulips, pansies, daffodils, roses**

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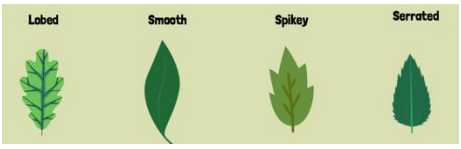
2	**LI: I can identify and name some common trees.** https://www.cityoftrees.org.uk/sites/default/files/Tree%20Detectives%20KS1.pdf Based on Tree Detectives lesson plan. **Type of Scientific Enquiry – Research – What are the names of some common trees?** **Review –** Reviewing previous learning – flowers/everyday materials/seasons. **Starter** – Share the letter from LRRH with the children. Children to look at the four leaves from each tree at their tables and describe them. Introduce some new words to the children about shape of leaves. For example:  **Main lesson** – Tell the children the names of the trees they belong to. Then read 'Little Acorn' to the children to introduce oak trees to them. Then ask what they know about oak trees, and if they can name any other trees. Then share a fact about each of the other trees and ask the children to match the pictures of the leaves to the names of the trees. **Task** – Children are to draw a picture of one of the trees and write about it. **Plenary** – Share what the children now know about common trees we have at school. **Resources needed**: Adapted info about oak trees, pictures of leaves, info about each of the trees, Little Acorns ebook on slides, slides, sheet for when back in the classroom **Key terminology – tree, oak, sycamore, holly, cherry, leaf, smooth, spiky, serrated, lobed, veiny**
3	Plant beans that arrived in the classroom – Talk to the children about how they grow (we will need to look after them – water them and put outside). Stick sheet in books to add more pictures to from lesson 6. **LI: I can identify deciduous and evergreen trees.** **Type of Scientific Enquiry – Identifying, classifying and grouping** **Starter** – Tell the children that there are two types of trees and the trees fit into these two types. Do they know what they are? See if they can sort the trees they learned about last lesson into the 2 categories. **Main lesson** – Learn about deciduous and evergreen trees. Share pictures of deciduous leaves with the children. **Task** – Draw and label each of the leaves. Can they identify the names of them? Describe the different types of leaves. Extension: compare them. Link to the seasons. Adaptive teaching – cut and stick 1 or 2 leaves into the correct box (deciduous or evergreen). **Plenary** – Review how to identify deciduous and evergreen trees. **Resources needed**: worksheet, PowerPoint with information, pictures of leaves to cut and stick in the right headings for adaptive teaching **Key terminology – deciduous, evergreen, oak, maple, sycamore, pine, holly, cedar, spiky, lobed, thick, green, thin, narrow**
4	**LI: I can label parts of a flower.** **Type of Scientific Enquiry – Identifying, classifying and grouping – What are the different parts of a flower called?** **Starter** – Review deciduous and evergreen trees. **Main lesson** – Look at the Twinkl PowerPoint information about labelling flowers. **Task** – Children to draw and label the main parts of a tulip flower (flower, leaf, stem, root). Adaptive teaching – give children the picture of a flower and the labels to stick on.

	Plenary – Can the children identify which type of enquiry today's lesson was about? **Resources needed**: twinkl PowerPoint, worksheet, adaptive sheet with parts to cut and stick **Key terminology – tulip, flower, plant, root, leaf, stem, flower, petal, anther**
5	**LI: I can compare flowers and plants to identify similarities and differences.** **Type of Scientific Enquiry – Identifying, classifying and grouping – What similarities and differences can I identify between plants?** **Starter** – Vocabulary – stem, trunk, flower, blossom (fruit trees have blossom), branch, leaf etc **Main lesson** – Children will look at some of the plants they've already learnt about (tulips, daffodils, roses, pansies, oak trees) and will look at cactus and pine too. Identify together their features and what is the same and what is different. Can the children identify how the flowers and trees are different? **Task** – Have pictures of different plants and flowers – tulips, daffodils, roses, pansies, cactus, oak tree, pine tree. Children to work in pairs to each choose one picture and then talk with their partner about what is similar and what is different. Then children to answer the questions on the sheet. Have a picture of two different flowers to write one thing that's similar and one different – rose and a daffodil. **Plenary** – Share responses altogether. Write a whole class write up to stick in children's books. **Resources needed**: PowerPoint, worksheet, pictures to sort on the tables 1 between 2. **Key terminology – stem, trunk, flower, petal, branch, leaf, flower, blossom, thick, thin, large, small**
6	**LI: I can describe how flowers grow.** **Type of Scientific Enquiry – Research – How do flowers grow?** **Starter** – Discuss how the children have helped their plants to grow. Put label and pictures in the book of the children planting/watering the beans with an explanation about how we have planted beans and have looked after them. Put a collage in of planting them, the children looking after them and the final beans. NOTE – don't discuss too much about what plants need (temperature, soil, water etc as they will learn that in year 1). **Main lesson** – Review what the children have done to help look after the beans. For today's lesson, they are learning HOW flowers grow (seed, bulb, shoot, a bit taller, then a flower). Note that in year 2, the children will learn about how the seeds and bulbs grow into plants and what a seed needs to germinate). **Task** – Children to complete the life cycle of a flower. **Plenary** – Review **Resources needed**: PowerPoint, worksheet **Key terminology – root, seed, bulb, shoot, stem, flower** **End of unit quiz**