



The Canons CE Primary School



Year 1 - Plants		
Prior Learning	In Year 1	Future Learning
In the EYFS children will be taught to: - begin to understand the need to respect and care for the natural environment and all living things - plant seeds and care for growing plants - understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	In Year 1 children will 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.	In Year 2 children will be taught to: - find out and describe how plants need water, light and temperature to grow and stay healthy - identify what a seed needs to germinate - describe how seeds and bulbs grow into plants. In Year 3 children will be taught to: - describe the process of pollination - describe how seeds are dispersed - describe how seeds are formed - describe how water is transported through a plant - identify the requirements of a plant for life and growth (air, water, light, nutrients from soil, and room to grow) and how they vary from plant to plant - describe how the structure of the plant links to its function - describe the functions and different parts of a flowering plant - identify the different parts of a flowering plant (roots, stem/trunk, leaves, flowers).
	Key Vocabulary	
	leaves, trunk, branch, root, seed, bulb, flower, stem, wild, garden, deciduous, evergreen	
Famous Scientists	Common Misconceptions	Possible Evidence to be Secure
- Beatrix Potter (1866 – 1943) – author & botanist - Gregor Mendel (1822 – 1884) - Carl Linnaeus (1707 – 1778) - David Bellamy (1933 – 2019)	Some children may think: - plants are flowering plants grown in pots with coloured 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.	Children can: - name trees and other plants that they see regularly - describe some of the key features of these trees and plants e.g. the shape of the leaves, the colour of the flower/blossom - point out trees which lost their leaves and those that kept them the whole year - 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.



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Working Scientifically

National Curriculum Statutory Requirements

1. Ask simple questions and recognise that they can be answered in different ways.
2. Observe closely, using simple equipment.
3. Perform simple tests.
4. Identify and classify.
5. Use their observations and ideas to suggest answers to questions.
6. Gather and record data to help in answering questions.

Highlighted = main focus during this topic

Teaching Ideas – Different Types of Scientific Enquiry

Comparative and Fair Testing	Identifying and Classifying	Observation Over Time	Pattern Seeking	Research
Which type of compost grows the tallest sunflower? Which tree has the biggest leaves?	How can we sort the leaves that we collected on our walk?	How does a daffodil bulb change over the year? How does my sunflower change each week? How does the oak tree change over the year?	Do trees with bigger leaves lose their leaves first in autumn? Is there a pattern in where we find moss growing in the school grounds?	What are the most common British plants and where can we find them? How could Beatrix Potter (author and botanist) help us to understand mushrooms and toadstools?

Teaching Ideas – How Pupils Could Work Scientifically

Teaching Ideas – Possible Evidence to be Secure

(Bracketed Number = National Curriculum Statutory Requirement Link)

- Make close observations of leaves, seeds, flowers etc. (2)
- Compare two leaves, seeds, flowers etc. (2, 4)
- Classify leaves, seeds, flowers etc. using a range of characteristics. (4)
- Identify plants by matching them to named images. (4)
- Make observations of how plants change over a period of time. (2)
- When further afield, spot plants that are the same as those in the local area studied regularly, describing the key features that helped them. (5)

Children can:

- sort and group parts of plants using similarities and differences (6)
- use simple charts etc. to identify plants (6)
- collect information on features that change during the year (6)
- use photographs to talk about how plants change over time. (6)