



The Canons CE Primary School



Year 2 – Plants

Prior Learning	In Year 2	Future Learning
In Year 1 children will be taught to: - describe how flowers grow - compare flowers and plants to identify similarities and differences - name the different parts of a flower e.g. root, stem, leaf - identify and name a variety of common wild and garden plants and trees, and those classified as deciduous and evergreen.	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, light, shade, sun, warm, cool, water, grow, healthy	
Famous Scientists	Common Misconceptions	Possible Evidence to be Secure
- Captain Cook – botanist - Agnes Arber – botanist - Alan Titchmarsh – botanist & gardener	Some children may think: - plants are not alive as they cannot be seen to move - seeds are not alive - all plants start out as seeds - seeds and bulbs need sunlight to germinate.	Children can: - describe how plants that they have grown from seeds and bulbs have developed over time - identify plants that grew well in different conditions.



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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
Do cress seeds grow quicker inside or outside?	How can we identify the trees that we observed on our tree hunt?	What happens to my bean after I have planted it?	Do bigger seeds grow into bigger plants?	How does a cactus survive in a desert with no water?

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 seeds and bulbs. (2)
- Classify seeds and bulbs. (4)
- Research and plan when and how to plant a range of seeds and bulbs.
- Look after the plants as they grow – weeding thinning, watering etc. (2, 6)
- Make close observations and measurements of their plants growing from seeds and bulbs. (2, 5, 6)
- Make comparisons between plants as they grow. (2, 4, 5)

Children can:

- spot similarities and differences between bulbs and seeds (5)
- nurture seeds and bulbs into mature plants identifying the different requirements of different plants. (2, 5, 6)