

<p>National Curriculum KS1</p>	<p>Y1</p> <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants (deciduous & evergreen trees). Identify and describe the basic structure of a variety of common flowering plants including trees. <p>Y2</p> <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and suitable temperature to grow and stay healthy. 					<p>END POINT</p>	
<p>Substantive Knowledge</p>	<p><i>All chn to do planting- observe the growth (speak to Seraphina/Susan about what they could plant- sunflowers?)</i></p> <p>Y1: To know a variety of common wild and garden plants.</p> <p>Y2: To know how seeds and bulbs grow into mature plants.</p>	<p>Y1: To know and name deciduous and evergreen trees.</p> <p>Y2: To design an experiment to find out what plants need to grow.</p>	<p>Y1: To know the basic structure of a variety of common flowering plants.</p> <p>To know the basic structure of a tree.</p> <p>Y2 To know that plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Y1: To know what a plant needs to stay healthy.</p> <p>Y2: To know the life cycle of a plant.</p>			
<p>Key vocabulary</p>	<p>Y1 ALL: seed, seedling, plant, stem, petal, roots, branch, trunk, crown, deciduous, evergreen, wildflower</p> <p>SOME: environment, durable, resilient, structure.</p> <p>Y2 ALL: photosynthesis, carbon dioxide, oxygen, pollination, crop, nutrients, temperature</p> <p>SOME: dispersal, glucose, control test, germination</p>						

Disciplinary skills	KS1	To use observations and ideas to suggest an answer to questions. Identifying and classifying.	To use observations and ideas to suggest an answer to questions. To gather and record data to help in answering questions.	To use observations and ideas to suggest an answer to questions. To gather and record data to help in answering questions.	To use observations and ideas to suggest an answer to questions.	.		
	Y1	Identify, observe and describe.						
	Y2	Describe, compare and contrast, reason						
Key Stage 1	Lesson: Y1: Key Q: How many different flowers can we find in the garden? What is a plant? Where would you find plants? Why are plants important? Tell children	Lesson: Y1: Key q: What are the two types of trees? Look at pictures of our class tree throughout the different seasons (is there evidence of these in their	Lesson: Y1: Key q: What is the basic parts of a plant and a tree? Observe a variety of 2 or 3 familiar garden plants in pots. Ensure these plants are fully grown so the children can see their flowers and root	Lesson: Y1: Key q: What does a plant need to stay healthy? Children to look at the seeds that they planted in week 1/2. How have they grown? Look at the control plant. Discuss the important elements the control plant is receiving: space to grow	To share their fluency of knowledge about			

<p>Make sure all chn have observed and drawn their class tree.</p>	<p>that plants begin their life as a seed.</p> <p>Read 'The Tiny Seed' by Eric Carle.</p> <p><u>Activity:</u> Children to go on a plant hunt around the garden. If children know the name of the plant they can write its name, if not they can draw a sketch of the plant. Remind chn it is important not to touch, eat or pick any plants that they find.</p> <p><i>All children to plant and observe their plant over time (what to plant?)</i></p> <p>Y2: Key Q: What is the difference between seeds and bulbs?</p> <p>Recap on Year 1 learning about seeds and plants. Do the children remember that plants start as a seed, then a</p>	<p>science or art books?) what has changed throughout the seasons? What was the weather like in each of those seasons?</p> <p>Deciduous and evergreen trees are two types of trees with distinct differences in their physical characteristics and behaviour.</p> <p>Deciduous trees are trees that shed their leaves annually. They lose their leaves in the fall or winter and then grow new leaves in the spring.</p> <p>Evergreen trees keep their leaves all year round. They do not shed their leaves at a</p>	<p>structures in the soil. What do they notice? show the children the roots, stem, leaves and flowers of each plant. The children can identify the parts of each flower. Explain that although trees look different, they also have roots, leaves, flowers and a strong trunk so they can grow tall.</p> <p><u>Activity:</u> Chn to dissect a flower and label the parts. Make a flower and tree out of large loose parts?</p> <p>Y2: Key q: What is photosynthesis?</p> <p>Have a look at the children's experiments to see how the plants are growing so far. Look at the control plant. Discuss the important elements the control plant is receiving: space to grow</p>	<p>(soil), water, sunlight and a suitable temperature.</p> <p><u>Activity</u></p> <p>Children to draw a diagram of what a plant needs to grow.</p> <p>Y2: Key q: What is the lifecycle of a plant?</p> <p>Discuss with the children the stages of growth. Firstly, the seed germinates to become a seedling. It then grows to a young plant and produces flowers and pollen. Discuss the dispersal of pollen by wind, bees and animals.</p> <p>Role play activity: Some children pretend to be flowers while some children pretend to be the bees, animals or wind. Use different coloured chalk and ask the children to mark each other's hands to demonstrate how pollen can</p>	<p>plants</p>		
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	<p>seedling, a young plant and then an adult plant? Read 'The Tiny Seed' by Eric Carle. Show the children a selection of seeds and a selection of bulbs. Ask the children to identify the differences and similarities between the seeds and bulbs they can see. <u>Activity:</u> Children dissect a selection of seeds and bulbs and observe them with a microscope or magnifying glass. Ask the children to draw the inside of a seed and a bulb. Alternatively, they can make prints. Explain 3 differences between a seed and a bulb. (see Developing Experts presentation. Y2 plants Lesson 1 to look at the differences)</p>	<p>particular time of the year, and instead, their leaves are continuously replaced throughout the year. Deciduous trees generally have broad, flat leaves that are thinner and more delicate than evergreen leaves. In contrast, evergreen trees typically have needle-like leaves that are more durable and resilient. <u>Activity:</u> Look for examples of both leaves in the garden and place in 2 hoops (photo evidence) Y2: Key q: What do plants need to grow and stay healthy?</p>	<p>(soil), water, sunlight and a suitable temperature. Look at the developing experts slides on photosynthesis (lesson 2) <u>Activity:</u> Draw a diagram and write a detailed paragraph. Encourage the children to use scientific language, such as glucose and photosynthesis. 1. The plant takes in air, water and sunlight. It uses the carbon dioxide from the air. 2. The plant uses these elements to make glucose. 3. The glucose gives the plant energy to grow bigger and produce flowers, leaves, fruits or vegetables. 4. Then, the plant breathes out</p>	<p>be transferred from one flower to another. <u>Activity</u> Pictures/real plants in their 6 stages: 1. seed 2. germination 3. seedling 4. vegetative 5. flowering 6. seed production Children to use chalks to draw the lifecycle of a plant.</p>			
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		<p><u>Activity:</u> Planning their own germination experiment.</p> <p>Encourage the children to carry out different tests so you can gather results as a class. Eg. some children should test the effects of water and no water; light (natural light, artificial light and no light); temperature (next to a radiator, room temperature and freezer) or amounts of soil. Discuss with the children the need for a control plant - how should they set up this plant?</p>	<p>oxygen back into the air.</p> <p>5. This process is called photosynthesis.</p> <p><u>In the classroom:</u></p> <p>Set up a class experiment to show what happens to leaves if they do not get any sunlight. Place a leafy, healthy plant by the window in sunlight and water it daily. Tape some paper over some of the leaves. Each day over the next week, peel back the paper from those leaves. Observe the colour of the leaves and compare them to the rest of the leaves.</p>				
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Summer 2 2023-24 Cycle A

Whole School Overview & subject MTP

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