

Year 1 - Plants

Useful links

<https://www.hamilton-trust.org.uk/browse/science/y1/year-1-summer-2-plants-whats-growing-in-our-gardens/117176>

<http://learnenglishkids.britishcouncil.org/en/short-stories/the-lucky-seed> **short video, comprehension and worksheet**

<https://www.tes.com/teaching-resource/now-the-flowers-are-growing-a-song-about-plants-6070155> song about growing plants

See You tube for lots of examples of plant growth songs and cartoons regarding plant growth

Resources – summer flowering bulbs; range of seeds including grass, apple, orange, tomatoes; pots; compost etc for planting; pictures of british and exotic flowers; paintings of flowers and plants; Look at <https://www.diyncrafts.com/5350/home/40-genius-space-savvy-small-garden-ideas-solutions> for ideas of how to plant cheaply and creatively in small spaces (eg using shoe holders, pots on hooks etc)

A Seed in Need, Sam Godwin

Jack and the beanstalk

Background informations

This will be an outdoor learning opportunity. Growing locally, there will be a vast array of plants with specific names. These can be identified by looking at the key characteristics of the plant. Plants have common parts, but they vary between the different types of plants. Some trees keep their leaves all year while other trees drop their leaves in Autumn and grow them again during Spring.

Please note, all year groups cover Plants. Please check before changing activities

Common misconceptions

- Plants are flowering plants grown in pots with coloured petals and leaves and a stem.
- Trees are not plants.
- All plants are green.
- All stems are green.
- A trunk is not a stem.
- Blossom is not a flower.

What children should already know/be able to do

To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.

To talk about the things they have observed, such as plants.

To develop an understanding of growth and change over time.

To show a concern for the environment and living things.

To look closely at similarities and differences in relation to living things.

National curriculum objectives	Children's objectives
<p>Pupils should be taught to: identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p>I can name a variety of common, wild and garden plants. I can name the petals, stem, leaf and root of a plant. I can name the roots, trunk, branches and leaves of a tree</p>
<p>Science Enquiry observing closely, using simple equipment identifying and classifying</p>	<p>I can make simple observations using appropriate language to describe them. I can compare living things. I can sort and group objects according to their simple properties.</p>

Assessment
<p>Can you name these plants? Can you name the parts of a tree? Can you explain the difference between deciduous and evergreen? Can you name the parts of a flowering plant? Can you identify plants and trees from the woodland?</p>

Working towards	Expected	Exceeding
<p>I can name some parts of a flowering plant and tree. I can identify and name some common plants. I can make simple observations. With support, I can sort and group living things.</p>	<p>I can name the parts of a flowering plant and tree. I can identify and name common plants and know the difference between deciduous and evergreen trees. I can make simple observations using appropriate language to describe them. I can sort and group living things.</p>	<p>I can confidently name the parts of a flowering plant and tree. I can confidently identify and name a range of common plants and can describe the difference between deciduous and evergreen trees. I can make observations using scientific language to describe them. I can sort and group living things confidently.</p>

Key Vocabulary

Plant - a living thing that grows
Flower - the part of the plant that is often brightly coloured
Tree - a plant with a woody main stem
Root - grows underground on a plant
Stem - keeps the plant upright
Leaf - usually green growing off the stem
Petal - colourful part of the flower
Trunk - a tree stem
Branch - grows off the top of the trunk

Twig - a small branch
Deciduous - shed their leaves in autumn
Evergreen - green all year round
Names of plants in school grounds and woodlands
Observe - to look at something closely
Sort - to put into groups with likenesses
Compare - to see how things are alike or different
Properties - a way of describing an object

Character links

Working with care to look after nature
Ambition

Possible STEM Careers

Gardener (creates and maintains gardens and outside spaces)
Paleobotanist (studies plant fossils)
Conservationist(works to preserve living things and the environment)

Working Scientifically	Lesson Objective	Suggested Main activity
Asking and answering questions Observing closely Making comparisons Gather evidence and record	To know that flowers depicted in art may be accurate or may be stylised. To name the main parts of a flowering plant	Have a look at different flowers in art. Do children think that they look accurate - why/why not? Children have a go at painting/drawing own flowers from images or from real flowers and flowering plant Learn the names of the main parts petal, stem, leaf Look closely using a magnifying glass - what can children see Compare different colours, leaf shapes petal count etc Make labeled sketches of plants (see Kew gardens website)
Asking and answering questions Observing closely Making comparisons Gather evidence and record	To know the main parts of a tree To understand that there are different types of tree	Go on a outdoor walk and look at trees in the school grounds and if possible, compare with more mature trees in park Look at the size and shape of trees Label diagrams of trees with trunk, branch, twigs Look for evidence of tree roots appearing above ground Take photos and make information sheets for each tree type Look for evidence of insects Compare
Asking and answering questions Observing closely Making comparisons Gather evidence and record	To know the main parts of a tree To understand that there are different types of tree To make simple comparisons between trees	Investigate the different leaf shapes and use a simple key to identify Do bark rubbings of different types of tree Look at ring patterns on cut wood Measure the girth of trees Investigate trees from other countries
Asking and answering questions Observing closely Making comparisons Gather evidence and record	To know that plants have roots and that these are used to anchor plant and for transporting water and nutrients	Plant flower seeds and watch for growth. look at how roots grow in eg cress try removing the roots - observe what happens
		Begin to plant seasonal fruit, veg, salad and flowers. Experiment with different varieties and observe any differences in growth Keep a diary of growth
Asking and answering questions Observing closely	To know that plants need light to grow healthily	Grow some grass seed (or use some turf if growing grass seed is not convenient). Cover some of the grass with shapes (or letters) to stop the light getting to it. Leave for a few days and then observe the pattern. What do children think has happened?

		<p><u>Further activities</u> Make scarecrows Make flowers from junk modelling Make a plate garden 'cress heads' in egg shells make seed labels using lolly sticks Make seed packets with instructions for planting</p>
--	--	--