

Y1 – Plants

<p>Inspiration</p>	<p>Partnership with parents Belonging –</p>	
<p>Key Questions</p> <ul style="list-style-type: none"> - What are wild plants and why are they important? - How could we sort/group these plants? - What are the names of the different parts of a plant? - What do the different parts of a plant do? - What tree grows from these seeds? - What do deciduous and evergreen mean? 	<p>Working Scientifically</p> <ul style="list-style-type: none"> - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - identifying and classifying - using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions. 	<p><i>Also covered in:</i> Y2 – Plants Y3 – Plants</p>
<p>Knowledge</p> <ul style="list-style-type: none"> - Understand that seeds and bulbs grow into new plants (plant and observe bean seeds/sunflowers, daffodils/tulip/irises) - Wild plants include flowers, grasses, lichens, fungi, shrubs and trees that grow with little or no human help or interference. They have not been intentionally planted by human hands. Many of the smaller wild plants are usually dismissed as 'weeds', gardeners prefer to keep their flowerbeds without 'weeds' because they want to grow plants they have chosen. While wild plants can be found anywhere, even in the best kept gardens, usually, they are best viewed in more wild places such as waste places, fields and meadows, hedgerows, wetlands, hill and mountain areas and in coastal areas. Wild plants provide the variety of food needed to sustain a rich and healthy range of insects, birds, and animals - Recognise and name garden plants such as pansy, buddleia, heather, clematis, fuchsia, rose and hydrangea - Recognise and name wild plants such as daisy, dandelion, buttercup, poppy, nettle, clover and doc - Recognise and name trees e.g. sycamore, oak, horse chestnut, hawthorn, holly and pine - Label the different parts of a range of plants including trees - petals, roots, stem, leaves, trunk, branch, seed, flower, fruit and bulb 	<p>At the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> - Name common wild and garden plants including deciduous and evergreen trees - Describe the basic structure of flowering plants including trees - Identify and classify plants - Use observations and ideas to suggest answers questions - Gather and record data to answer questions 	
<p>Topic Specific Vocabulary</p> <p>Plant, leaf/ leaves, grow, weed, change, living, water, healthy, similar to, different from, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem), deciduous, evergreen, pansy, buddleia, heather, clematis, fuchsia, rose, hydrangea, daisy, dandelion, buttercup, poppy, nettle, clover, doc, sycamore, oak, horse chestnut, hawthorn, holly and pine</p>	<p>NC Subject content</p> <ul style="list-style-type: none"> - 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 style="text-align: center;">Subject Specific/Academic Vocabulary This vocabulary should be explicitly taught in context. Other tier 2 words should also be explored as they are encountered.</p>		
<p style="text-align: center;">Year 1</p>	<p style="text-align: center;">Year 2</p>	
<p>Environment, evidence, method, normal, resources, select, similar, task</p>	<p>Data, evaluate, estimate, positive, research</p>	
<p>We are scientists Creating food chains/diorama of habitats with plants and animals</p>		