



Science Unit Planner Year: 2

Title: Growing Plants

<b>Unit Overview</b>	Children learn about the parts of plants and how they reproduce. They dissect a flowering plant and name the parts. Children learn about how to care for a plant and what it needs to survive.	
<b>Prior Learning/ Links</b>	EYFS – growing plants, life cycles with plants, plants can be alive and die without sun and water Year 1 – identify and name common wild, garden plants; identify and describe basic structure of flowering plants & trees	
<b>Unit Title:</b>	<b>Substantive Knowledge</b>	<b>Disciplinary Knowledge</b>
<b>Key Questions:</b>  Do seeds need sunlight to germinate?  What does a plant need to grow into a healthy plant?	<ul style="list-style-type: none"> <li>To know there are lots of different types of seeds and bulbs that grow lots of different types of plants.</li> <li>That some plants have flowers and some do not.</li> <li>To know what is needed for a seed to germinate: something for it to grow in, light and water.</li> <li>Children can describe how plants need water, light and a suitable temperature to grow and stay healthy,</li> <li>Children know how to observe and describe how seeds and bulbs grow into mature plants</li> <li>Children can describe the life cycle of a plant</li> <li>Children can identify habitats to which different plants are suited and suggest why.</li> </ul> <ul style="list-style-type: none"> <li><i>Discussion Point:</i></li> <li><i>Understand that plants use carbon dioxide and produce oxygen, and plant growth affects the environment.</i></li> <li><i>Discover how the environment has changed due to human intervention with plant growth.</i></li> </ul>	<b>Questioning and Planning</b> Talk about what factors affected germination Talk about how plants are affected by water, light and temperature <b>Observation and Measurement</b> Observing types of plant over time, measuring growth Observing different types of plants in different habitats <b>Recording and Presenting</b> Record findings of experiment into germination Record findings of experiment into growth.  <b>Analysing and Evaluating</b> <i>Talk about identify how humans affect plant growth and the effects on the environment</i>
<b>Vocabulary</b>	<b>Trips/ Visits/Useful Websites/ Resources</b>	<b>Key Misconceptions:</b>
<b>Substantive:</b> <b>Seeds</b> <b>Germination</b> <b>Carbon Dioxide</b> <b>Light</b> <b>Temperature</b> <b>Growth</b> <b>Survival</b>	Observing a plant over time Making different habitats Looking at artist/botanist Marianne North  <a href="#">Year 2: Plants   STEM</a>	That a seed needs to be in sunlight to germinate.  That plants cannot have too much of one factor (e.g. sun/water)  That all plants are the same and need the same requirements for growth



Science Unit Planner Year: 2

Title: Growing Plants

<p><b>Disciplinary:</b> Experiment Investigate Life Cycle Reproduction</p>	<p><a href="#">Plants - Year 1-2 / P2-3 - Science Collection - Home Learning with BBC Bitesize - BBC Bitesize</a></p>	
--	---	--