

MTP – Science – Summer 1



Topic	Which birds and plants would Peter Rabbit find in our park? (Science Y1 Rabbit Problem & Additional plants unit)				
N.C Learning Objectives	Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. 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 plant, including trees.				
Vocabulary	Autumn The time of year between September and November. Many leaves fall off the trees.	Spring The time of year between March and May. There is usually lots of signs of new growth in Spring.	Summer The hottest season in the UK. It happens between June and August. The longest day is June 21 st .	Winter The coldest season in the UK. We can have snow in this season. It occurs between December and February.	Thermometer This is the instrument that measures the temperature.
	LEARNING OBJECTIVE	STICKY KNOWLEDGE FACT	CORE LEARNING		
Lesson 1	We are learning about how seasons are created.	Seasons change throughout the year because of the way the Earth travels around the Sun.	<ul style="list-style-type: none"> • Introduce to the children how the day works e.g. the sun only shines on half of the Earth at once. • Teach the children that summer days are longer than winter days and the reasons why • Discuss and name the 4 seasons. Explain how the seasons are created e.g. because the Earth tilts towards and away from the sun. • Use a globe with the children to help them understand why we get longer periods of sun in summer and shorter amounts in winter. 		
Lesson 2	We are learning about the season spring and how it effects the world around us.	Spring starts when the day and night are the same length (usually 21st March. However, many say that Spring starts on March 1st).	<ul style="list-style-type: none"> • Explore the season spring, focus on weather and day length and the reasons why. Explain how the season is created e.g. because the Earth tilts towards and away from the sun. • Identify the signs of spring by exploring humans and animals, plants and wildlife and discuss why e.g. Why are lambs born in spring? • Make comparisons between seasons. 		
Lesson 3	We are learning about the season summer and how it effects the world around us.	In summer the longest day of the year is around June 21st and in winter the shortest day of the year is usually December 21st.	<ul style="list-style-type: none"> • Explore the season summer, focus on weather and day length and the reasons why. Explain how the season is created e.g. because the Earth tilts towards and away from the sun. • Identify the signs of summer by exploring humans and animals, plants and wildlife and discuss why. 		

MTP – Science – Summer 1



			<ul style="list-style-type: none"> • Make comparisons between seasons e.g. there is usually more sunshine in the summer and more rainfall in the winter. 		
Lesson 4	We are learning about the season autumn and how it effects the world around us.	In the Autumn, the day is shorter, there is less sunlight and the temperature falls. This stops the leaves on the tress from making food and the brown, red and orange colours in the leaf takes over.	<ul style="list-style-type: none"> • Explore the season autumn, focus on weather and day length and the reasons why. Explain how the season is created e.g. because the Earth tilts towards and away from the sun. • Identify the signs of autumn by exploring humans and animals, plants and wildlife and discuss why. • Make comparisons between seasons e.g. What happens to the leaves on trees in autumn? 		
Lesson 5	We are learning about the season winter and how it effects the world around us.	When we have our winter, Australia has its summer and when we have our summer it is winter in the southern hemisphere.	<ul style="list-style-type: none"> • Explore the season winter, focus on weather and day length and the reasons why. Explain how the season is created e.g. because the Earth tilts towards and away from the sun. • Identify the signs of winter by exploring humans and animals, plants and wildlife and discuss why e.g. explore which animals hibernate and why. • Make comparisons between seasons. 		
Lesson 6	We are learning to compare seasons and identify seasonal changes over time.		<ul style="list-style-type: none"> • Make comparisons between the seasons, children to draw upon taught knowledge during the unit. 		
Vocabulary	<p>Roots This part of a plant is normally underground. They keep the plant in the ground, absorb water and bring it to the stem</p>	<p>Deciduous Deciduous trees are trees that shed their leaves in the autumn and grow new leaves in the spring.</p>	<p>Evergreen Evergreen trees are the same as coniferous trees. They do not lose their leaves in Autumn.</p>	<p>Stem The stem is the main part of the plant. It supports the weight of the leaves, as well as the flowers or fruit.</p>	<p>Woodland A woodland is a habitat where trees are the dominant plant form.</p>

MTP – Science – Summer 1



Lesson 7	We are learning to identify and name a variety of plants	All plants are alive, just like animals. We can find plants in almost all parts of our planet.	<ul style="list-style-type: none">• To identify that all trees are plants;• Some plants stay green all year round (evergreens);• Some trees change throughout the season (oak tree);• To know the difference between a garden plant and wild plant;
Lesson 8	We are learning to identify and name the parts of a plant	There are plants almost everywhere on our planet. They may grow from a seed or a bulb.	<ul style="list-style-type: none">• To know that plants have three important parts: roots, stems and leaves;• To know that some plants have flowers which are made up of petals;• To know that roots keep the plant in the ground and take in water;• To know that the stem holds up the plant and carries water to the leaves;• To know that plants start out as seeds;• To be able to label the parts of a plant.