**Plants (Y1)**

**NC Statutory Guidance**

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

**Working Scientifically**

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

* 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

**Resources**

Twinkl PlanIt to be adapted.

**Lesson Overview (Statutory in Bold)**

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| WALT | Knowledge to be Taught | Skills to be Taught and Investigations | Vocabulary |
| Describe how to plant a bean. | Plants grow from beans and seeds. If you plant a bean in soil and give it light and water, it should grow well.In science, we ask questions when we want to learn new things, and then we investigate so that we can find out the answer. | Plant beans to revisit over the six weeks. Keep a bean diary.Teacher to plant one in the dark, one with no soil and one with no water – ask children to predict what might happen. **Identify and describe the basic structure of a variety of common flowering plants.** Ask simple questions and recognise that they can be answered in different ways  | questioninvestigatesoillightwaterbeanfairdiaryplantwatering canshootgrowstemleavesrootsmeasure |
| Identify and name common wild plants. | Wild plants are not planted by a person.A wild plant seed grows where it falls and does not need to be cared for.Unwanted wild plants are called weeds. | **Identify and name a variety of common wild plants.**Go for walk (in village?) and see if any wild plants can be found. Children to record in a tally chart)Gather and record data to help in answering questions  | dandelionsdaisiesbuttercupsclovernettlesbramblesdog rosesivytally chartweedswild plants |
| Identify and name some garden plants. | Gardens are places where people grow plants.You might have a garden where you live.Some people grow plants to look at.Some people grow plants to eat – often people have allotments, which are gardens away from home, to grow vegetables. | **Identify and name a variety of common garden plants.**  | gardenallotmentvegetablesfruitgrassbuddleiaclematisdahliafuschiaheatherhollyhockirishoneysucklelavenderlilylupinpansypoppyprimularhododendronrosesunflowersweetpeawallflowerwisteriacourgettestomatoes |
| Identify trees by their leaves. | Deciduous trees lose their leaves in winter. Evergreen trees keep their leaves (needles) all year long.Different types of trees have distinctive leaves. | Go for a walk to look at different trees if possible; if not, have an assortment of leaves available.**Identify and name a variety of deciduous and evergreen trees.**Identify and classify.  | deciduous treesevergreen treesleavesblossomfruitashbeechbirchelderhawthornhollyhorse chestnutlimeoakrowansycamoreyew |
| Identify and describe parts of plants and trees. | Parts of a plant and their purpose.Flower – attracts birds and insectsStem – holds up plantLeaves – catches sunlight to make energyRoots – takes in water and nutrients from the soilSeeds – grows into new plants when they fall into soil. | **Identify and describe the basic structure of a variety of common flowering plants, including trees**  | flowerleavesrootsseedstemenergynutrients |
| Understand what plants need to grow well. | Beans need soil, light and water to grow well. The beans that we tested did not grow well.  | Observe closely, using simple equipment.Use observations and ideas to suggest answers to questions  | Investigationmeasureheightflowers fruit |