Our Intent is: To develop inquisitive children who are excited about investigating with curiosity, "How can scientific enquiry explain the world?" Exploring answers by gathering and analysing evidence.

Forton Primary School
Science

Nicky Nook Class Autumn 2 Year A	**N.C. LINKS:** Plants Pupils should be taught to: • Observe and describe how seeds and bulbs grow into mature plants. • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
Key Concept: Plants Key Question: How do plants change over time?	
Unit Overview: What bulbs and seeds need to grow. And what happens if they don't get water, light and soil.	Vocabulary: • Seeds • Bulbs • Plants • Planting • Grow • Soil • Water

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		• Light • Temperature • Flower • Observe
New Knowledge Progression: • Observe and describe how seeds and bulbs grow into mature plants. • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy (and how changing these affects the plant). • Plants are living and eventually die.	**Building on Prior learning from EYFS:** Explore/observe – look closely at/notice. Describe – Talk about what the notice/observe; talk about changes they notice and changes over time. Record – draw pictures, take photographs, make models or scrapbooks. Questioning – show an interest I /be curious about, ask questions about what they notice/ observe or changes that occur. Explain – talk about why things happen/occur; talk about how things work. Research – talk to people (visits/visitors/family), think of questions to ask to find things out and find out how things work; use first hand	**Building on Prior learning when B follow A:** • 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.

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	experiences/use secondary sources (eg books, photographs, internet). *Equipment and measures* – use senses/use simple equipment to make observations (eg magnifiers, pipettes, egg timers, digital microscopes etc). *Compare/sort/group/identify/classify* – notice similarities, notice differences: talk about similarities and/or differences. *Test* – make suggestions, show resilience, work with others. *Vocabulary* - use simple vocabulary to name and describe objects, materials, living things and habitats.	

Key Skills (Disciplinary)

- Use simple scientific language to talk about / record what they have noticed.
- Use observations to make suggestions and / or ask questions.
- Observe and describe simple processes / cycles / changes with several steps *(e.g. growth cycle, simple food chain, saying how living things depend on one another).*
- Observe closely and communicate with increasing accuracy the features or properties of things in the real world.
- Begin to use simple scientific language to talk about or record what they have noticed.

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- Use observations to make suggestions and / or ask questions.
- Look / observe closely and communicate changes over time.
- Look / observe closely and communicate the features or properties of things in the real world.
  Observe closely using their senses.
- Name / identify common examples, some common features or different uses.
- Name / identify common examples and some common features.
- Name basic features of objects, materials and living things.
- Say how things are similar or different.
- Compare and contrast simple observable features / characteristics of objects, materials and living things.
- Raise their own logical questions based on or linked to things they have observed.
- With help / scaffolds, begin to ask questions such as 'What will happen if…?"
- Ask simple questions about what they notice about the world around them.
- Demonstrate curiosity by the questions they ask.
- Make suggestions about who to ask or where to look for information.
- Use simple and appropriate secondary sources (such as books, photographs, videos and other technology) to find things out / find answers

Sequence of Lessons:

1. LO: To identify and label parts of a plant.
2. LO: To find out what a plant needs to grow.
3. LO: To observe and describe how seeds grow over time.

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Enhancements:	End of Unit Outcome:
Go on a nature hunt around the school grounds to identify different flowers and their parts.	Record observations and data in a simple table/graph.