

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

Nicky Nook Class Autumn 1 Year B

Etymology – flower – originally from the Latin name of the Italian goddess Flora.

The Secret Lives of Trees
By
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Key Concept: Plants

Key Question: How do plants change over time?

Unit Overview:

Wild flowers, garden plants, deciduous and evergreen trees.

Parts of plants/ trees – roots, stem, petals, leaves, branches.

N.C. LINKS: Plants

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.

Vocabulary:

- Seeds
- Bulbs
- Plants
- Planting
- Observations
- Evergreen trees
- Grow
- Soil
- Flower
- Seasons
- Deciduous trees

New Knowledge Progression:

Building on Prior learning from EYFS:
Explore/observe – look closely at/notice.

Building on Prior learning when A follow B:

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- 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.

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 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.

- 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.

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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.
- 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.
- Decide how to sort and group objects, materials or living things.
- Say how things are similar or different.
- Compare and contrast simple observable features / characteristics of objects, materials and living things.
- Ask simple questions about what they notice about the world around them.
- Demonstrate curiosity by the questions they ask.
- Use simple and appropriate secondary sources (such as books, photographs, videos and other technology) to find things out / find answers.

Sequence of Lessons:

1. L.O. Identify and describe the basic structure of a variety of common flowering plants, including trees.
2. L.O. to observe plants closely, using simple equipment.

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3. L.O. to name and compare the parts of a plant.
4. L.O. to Identify and classify trees.
5. L.O. to explain what plants need to grow and survive.
6. L.O. to record the effects of different environments on plant growth.

Enhancements:

Garden centre
Gardening within school grounds
Field work
Focus scientist - Carl Linnaeus

End of Unit Outcome:

To draw and label a diagram to show the structure of a plant.