

***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.

**Etymology: temperature** "character or nature of a substance" as determined by the four qualities (hot, cold, mist, dry)

**Vocabulary**

**Key Concept: Plants**

**Key Question: How do plants change over time?**

**Subject Specific:**

Seeds Soil Water

Light Temperature

Flower Observe

Bulbs Plants

Planting Grow

**Working Scientifically:**

Research relevant

Questions scientific enquiry

Comparative and fair test

Systematic careful observation  
accurate measurements



**A Home for Every Plant**

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<p><b>Unit Overview:</b></p> <p>What bulbs and seeds need to grow. And what happens if they don't get water, light and soil.</p>		<p>Equipment data gather record classify keys conclusion predictions differences similarities changes improve interpret</p>
<p><b>New Knowledge Progression:</b></p> <ul style="list-style-type: none"><li>• Observe and describe how seeds and bulbs grow into mature plants.</li><li>• 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).</li><li>• Plants are living and eventually die.</li></ul>	<p><b>Building on Prior learning from EYFS:</b></p> <p>Explore/observe – look closely at/notice. Describe – Talk about what the notice/observe; talk about changes they notice and changes over time.</p> <p>Record – draw pictures, take photographs, make models or scrapbooks.</p> <p>Questioning – show an interest I /be curious about, ask questions about what they notice/ observe or changes that occur.</p> <p>Explain – talk about why things happen/occur; talk about how things work.</p>	<p><b>Building on Prior learning when B follow A:</b></p> <ul style="list-style-type: none"><li>• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li><li>• Identify and describe the basic structure of a variety of common flowering plants, including trees.</li></ul>

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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.

*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.

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- **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.
- 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:**

Go on a nature hunt around the school grounds to identify different flowers and their parts.

**End of Unit Outcome:**

Record observations and data in a simple table/graph.

**Oral Assessment:**

**How do plants change over time?**

Can you name the different parts of a plant?

Can you name different plants and explain how you know this plant?

Can you explain what a plant needs to grow?

Can you describe how seeds grow over time?