

**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  
**Moira Butter and Vivian Minker**

#### 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.

**Key Concept: Plants**

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

**Vocabulary:**

#### Unit Overview:

Wild flowers, garden plants, deciduous and evergreen trees.

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

#### Subject Specific:

Seeds	Grow
Bulbs	Soil
Plants	Flower
Planting	Seasons

#### Working Scientifically:

Research relevant  
Questions scientific enquiry

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	<p>Observations trees Evergreen trees</p> <p>Deciduous</p>	<p>Comparative and fair test</p> <p>Systematic careful observation accurate measurements</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>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>	<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. 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</p>	<p><b>Building on Prior learning when A follow B:</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>

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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.
  - 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.

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- 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.
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.

**Oral Assessment:**

How do plants change over time?

Can you name and describe the basic structure of a variety of common flowering plants, including trees?

What equipment did you use to observe plants closely?

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Can you name and compare the parts of a plant?

Can you identify and classify trees?

Explain what plants need to grow and survive?

What are the effects of different environments on plant growth?