

# Year 1 Science – Plants

## National curriculum:

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

Wild  
Petals  
Garden  
Fruit  
Plants  
Roots  
Deciduous  
Bulb  
Evergreen  
Seed  
Flowering  
Trunk  
Growth  
Branches  
Habitat  
Stem  
Leaves  
Blossoms

## Snapshot overview

Nature walk  
Spot flowers  
Deciduous and  
evergreen trees



Discuss what plants  
need to grow and how  
we are going to look  
after the class plant.  
Record  
measurements/observat  
ion on sugar paper.



Plant a seed  
  
Plant 3 extra in the  
wrong conditions to  
observe



Parts of the plant  
Drawing a diagram  
Below the soil  
Make a giant plant with  
children

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## Medium Term Planning

Year Group: 1

Term:

Topic: Plants

	Learning Objective	Input (including key questions and vocabulary)
Session 1	I know what plants need to grow.	<p>We are going on a nature walk- what can we see growing? Focus on plants/flowers- Children to discuss how they're growing, what they're exposed to in their environment. Discuss what plants need to grow and what may happen if they are not available.</p> <p>Discuss deciduous and evergreen trees as you see them.</p> <p><b>Children to draw a plant/sketch a flower that they have found and draw the things they need to grow.</b></p>
Session 2	I can name parts of a plant.	<p>Make a giant plant with children e.g. one child is the stem, two are the leaves and another two make the petals with their arms. Give them laminated labels to add to their plant in the correct places. Discuss where the parts are and what they do. Children can add labels for what plants need to grow.</p> <p>All groups to present the plant they have made to each other and compare/discuss where they have put the labels. Address any misconceptions as they arise.</p>

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Session 3	<p>I can make a prediction.</p>	<p>Remind children of what plants need to grow then discuss what they think will happen if one of these things is changed e.g. watering the plant with other liquids, if a plant is in the shade or dark etc.</p> <p>Experiment- We will set up a class experiment. Each group will plant a seed and water it throughout the weeks with different liquids. We will record our observations throughout on a group chart e.g. similarities/ difference are there between the groups? Why is this?</p> <ul style="list-style-type: none"><li>- Measure the plant once a week and record using simple measurements</li></ul> <p>Class to plant 1 control plant per group that will have water and can be used to compare their plant to.</p> <p><b>Children to make a prediction about what is going to happen e.g. I think the orange juice will help the plant grow because orange juice is healthy.</b></p>
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Session 4	<b>I can evaluate an experiment.</b>	<p>Remind children of the experiment and their predictions. Children to use their observational skills to compare their plant to the control and recognise any similarities/differences between them.</p> <p><b>Children to draw finished plant and what they used to water it with.</b></p> <p><b>Re-read their predictions. Write the evaluation in relation to their prediction e.g. The plant grew the same as the one with water, I thought it was going to be taller.</b></p> <p>Plenary- as a group discuss the features of the plants that we have grown and highlight all of the main parts.</p>
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## Impact

Every child will be able to recognise parts of a plant.

Every child will be able to recognise deciduous and evergreen trees.

Every child will be able to make a prediction.

Every child will be able to use their observation skills to compare similarities and differences.