

Brough Primary School – Curriculum Intention Plan 2023 - 2024



Subject: Science Year Group: Year 1/2		Area of learning: Plants (Cycle B)
Links to previous work/Remember when	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. (EYFS) • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (EYFS) • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (EYFS) • Year 1&2A – Knowing the difference between things that are living and things that are dead. • Year 1&2A – knowing that plants live in different habitats, how to care for them and how they depend on each other. • Year 1&2A – Identify and name a variety of plants (and animals). 	
Term	Key Skills to be taught	
Spring 2 2024 What the children should know at the end of this series of lessons	<ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • 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. 	





Vocabulary

Plant, living, green, stem, leaf, flower, roots, seed, seedling, grow, wild, same, sort, group, fruit, vegetable, eat, consume, edible, plant, living, same, group, fruit, vegetable, bulb, need, healthy, look after, water, sunlight, warmth, energy, change, grow. Leaves, flowers, petals, roots, trunk, branches, stem.

Sequence of learning	Learning Objectives/Outcomes	suggested Lesson Outline
1	<p>Learning Objective: To be able to identify that fruit, vegetables and herbs are a type of plant that we eat.</p> <p>Key Knowledge: Most plants grow from a seed or a bulb. When they grow, part of the plant grows into a fruit or vegetable. Most fruit grows on trees, bushes</p>	<p>Recap – Show children a picture of the seeds. What are they? What do they do? What plants do you know of that grow in the Brough area? Do you know what plants need to grow?</p> <p>In this lesson recap the difference between living and non-living things. Agree plants are living. Can we eat plants? Which ones? (Fruit and vegetables and herbs) Discuss favourite fruits and vegetables. Explain fruits and vegetables grow in different ways. Most fruits grow on trees, bushes or plants. Some vegetables also grow on plants, but some grow under the ground.</p>




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	<p>or plants. Some vegetables also grow on plants but most grow under the ground.</p> <p>Enquiry Type: Identifying and classifying.</p>	<p>Seeds and bulbs of different plants You could ask the children to observe different seeds, so they get some idea of the variety there are.</p> <p><i>Children record the names of a variety of different plants (fruits, vegetables and herbs) that we can eat and sort them into three columns – fruit, vegetable and herb. This could be by matching pictures to names or recording the names themselves.</i></p>
<p>2</p>	<p>Learning Objectives: I can observe and describe how seeds grow into mature plants.</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Key Knowledge: Fruits have seeds, vegetables do not. Common wild plants in our area include buttercups, dandelions and thistles. Common trees in our area include Oak, Ash, Horse Chestnut, Sycamore and Holly (evergreen)</p> <p>Enquiry Type: Observing closely. Using their observations to suggest answers to questions.</p>	<p>Recap – What is a seed? What does it do? Seeds come in all sorts of different shapes, sizes and colours. (Show real examples if you did that lasty week)</p> <p>In this lesson children learn about some of our local plants and trees and see that fruits have seeds but vegetables do not. Have available on their desk a variety of fruits and vegetables. Establish were seeds come from and take the seeds out of a range of different fruits. Study closely with a magnifying glass. Children sketch one or two of the seeds carefully making sure they put in as much detail as possible.</p> <p>Local plants</p> <ul style="list-style-type: none"> • Sycamore tree  • Ash tree  • Horse Chestnut tree  • Holly tree 

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		<ul style="list-style-type: none"> • Thistle  • Dandelion  • Buttercups  <p>Feel free to add any other tress/plants you feel are regularly encountered in the school grounds.</p> <p><i>Children use the pictures given to describe the differences and similarities in different plant seeds, and bulbs from different plants. Children group the seeds according to the similarities and differences they find.</i></p>
3	<p>Learning Objective: I know what plants need to grow and stay healthy.</p> <p>Key Knowledge: Plants need water (not too much) to grow and keep healthy. Plants need sunlight to grow and keep healthy. Plants need the 'right' temperature.</p> <p>Enquiry Type: Using their observations and ideas to suggest answers to questions.</p>	<p>Recap – Can you remember the names of any of the trees we looked at last week? What about the plants? What is the main difference between a fruit and a seed?</p> <p>In this lesson, we think about what plants need to stay healthy. Water – yes but not too much. Sunlight – yes – the Sun provides warmth and energy. Plants need the 'right' temperature – this varies – brief explanation. Remind children about the work in Y1 or EYFS about the seasons. Challenge them to recall characteristics of the different seasons in terms of plant growth. When do plants grow best in the UK? Why? Etc.</p> <p>Plants require specific conditions to allow them to germinate and grow successfully.</p> <p><i>Children use pictures or lesson content as reminders to help them write a set of simple instructions for looking after a plant. These will focus only on water, sunlight and temperature.</i></p>
4	<p>Learning Objective: I know what plants need to grow and stay healthy.</p>	<p>Recap – Is it possible to 'make' a plant? Answer – no – we have to grow plants from seeds. Recap a few different seeds – can the children name them?</p>

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	<p>Key Knowledge: We can predict what will happen in a science investigation based on what we already know. Scientists make 'predictions' Scientists observe what happens so they can record their results.</p> <p>Enquiry Type: Gathering and recording data to help us understand. Performing simple tests. Observing closely using simple equipment.</p>	<p>In this lesson first remind children what is needed for plants to stay healthy. Have some cress plants that have already started to grow. We are going to place 4 different plants in different locations around the school.</p> <p>Basic investigation planning Children do not need to plan the whole investigation. Introduce them to prediction and gathering results. You should also explain the concept of 'fair' tests, particularly with your Y2 children.</p> <p><i>Children 'plan' an investigation to find where the best place is to grow cress seeds. Children complete a prediction for the four locations based on what they know/think. The teacher then sets up this investigation so the children can watch how it develops over one week. After one week, children record their observations of what actually happened to each plant.</i></p>
5	<p>Learning Objective: I can explain the life cycle of plants.</p> <p>Key Knowledge: Light touch to point out some plants grow from a bulb – daffodils. A life cycle shows the different stages of life. The life cycle of a plant can be summed up with seed, seedling, flowers, fruit, ripen, seed etc.</p> <p>Enquiry Type: Using their observations and ideas to suggest answers to questions. (Life cycle of a plant)</p>	<p>Recap – When you went back to your cress plants after last weeks science lesson what did you see? Is it what you expected? In pairs, can you act out how a seed grows into a mature plant? Remember the roots grow down...</p> <p>In this lesson remind the children of work already done about the human life cycle. Can they recall the stages of human life? Explain we can do the same with plants. THINKING TIME. Lead discussions about what this life cycle might be and introduce any necessary terms (seedling, petals etc).</p> <p>Using our senses to classify and group</p> <ul style="list-style-type: none"> • We can classify using taste, smell, sight and touch. • Classify means to group things according to a given or invented criteria – such as bumpy and not bumpy, or green and not green etc. <p><i>Children record using pictures, words and their own sketches if appropriate, how plants grow and change throughout their life cycle. This could be a cut and stick in order. Most children should name each stage and sue some of the vocabulary of plant structure.</i></p>

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6	Learning Objective: To demonstrate what has been learnt about plants.	ASSESSMENT LESSON Select an assessment task to check retention of the key objectives.
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Learning Outcome/product Children know how seeds and bulbs grow into mature plants and are able to explain key points in the life cycle of a plant. Children can explain what conditions (light, temperature and water) are needed to enable a plant to grow and stay healthy. Children are able to name some plants and trees found locally and know the basic structure of plants.
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Assessment records	List only those children who have not achieved the expected outcomes.