

Science
Year 1 and 2
Summer

Topic Plants						
Rationale: In this plant unit, children will learn what plants are and how they are used. They will develop and deepen their knowledge on how to stay healthy, and the benefits that plant life offer us. They will examine what a plant needs in order to grow and how some plants have had to adapt to their environment. Children will identify and name a variety of common wild and garden plants, including deciduous and evergreen trees and identify and describe the basic structure of a variety of common flowering plants, including trees						
NC Objective						
<ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions 						
Links to other Subject/Topics.						
English – Plant diary						
Maths- Measures, data						
PSHE- Healthy eating						
Geography- What a wonderful world?						
Inspiration for Aspiration						
Botanist, Biologist, Chef, Conservationist, Farmer, Landscaper, Tree surgeon						
Key Content Year 1				Key Content Year 2		
<ul style="list-style-type: none"> • What is a plant? • What are the parts of a plant called? • Do plants grow? • Do wild plants grow in our local area? • How can we group plants? • Can we eat plants? • Are trees a type of plant? • What is a leaf? 				<ul style="list-style-type: none"> • What is a plant? • What are the parts of a plant called? • Do plants grow? • Do wild plants grow in our local area? • How can we group plants? • Can we eat plants? • Are trees a type of plant? • What is a leaf? 		
Concepts						
Science	1	2	3	4	5	6
Plants						
Animals, including Humans						
Materials						
Light						
Sound						
Electricity						
Forces						
Earth and Space						
Skills EYFS		Skills Year 1			Skills Year 2	
<ul style="list-style-type: none"> • Observing closely • Making predictions (growth & change) • Begin to answer & ask simple questions 		<ul style="list-style-type: none"> • Observe closely using simple equipment • Identify and classify • Perform simple tests • Gather and record data to help in answering questions 			<ul style="list-style-type: none"> • Asks simple questions and recognise that they can be answered in different ways. • Observe closely, using simple equipment 	

<ul style="list-style-type: none"> • Talk about what I have found out. • Begin to use some scientific language 	<ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways • Use their observations and ideas to suggest answers to questions • Use scientific language • Explore and compare the differences between things that are living, dead, and things that have never been alive. • Identify and name a variety of plants and animals in their habitats, including microhabitats. • Identify and name some plants and animals in their habitats. • Identify that most living things live in a habitat to which they are suited. • Construct a simple food chain with support 	<ul style="list-style-type: none"> • Gather and record data to help in answering questions • Identify and classify • Use their observations and ideas to suggest answers to questions • Use secondary sources of information such as the internet or books. • Use a growing scientific vocabulary. • Explore and compare the differences between things that are living, dead, and things that have never been alive. • Identify and name a variety of plants and animals in their habitats, including microhabitats. • Identify and name a variety of plants and animals in their habitats. • Identify that most living things live in a habitat to which they are suited. • Construct a simple food chain.
<p>EYFS Vocabulary Fruit Vegetable soil</p>	<p>Year 1 and 2 Topic Vocabulary Plant Living Stem Leaf Flower Roots Seed Grow Wild Dandelion Nettle Daisy Buttercup Consume Edible Trunk branch</p>	<p>Year 1 and 2 Scientific Vocabulary Investigate, test, observe, equipment, describe, check, key, sequence, label, diagram, discuss, propose, Predict question, experiment compare similarities differences sort group</p>
<p>By the end of the topic <u>Year 1</u> children will with support:-</p> <ul style="list-style-type: none"> • be able to identify what a plant is and select plants from a selection of objects. • to label the basic parts of a plant. • explain that plants grow from different seeds and they continue to grow and change. • name a variety of plants that grow wildly and search for them in the school grounds/local area. • sort plants based on their features. • identify plants that we can eat. 	<p>By the end of the topic <u>Year 2</u> children will: -</p> <ul style="list-style-type: none"> • be able to identify what a plant is and select plants from a selection of objects. • to label the basic parts of a plant. • explain that plants grow from different seeds and they continue to grow and change. • name a variety of plants that grow wildly and search for them in the school grounds/local area. • sort plants based on their features. • identify plants that we can eat. • explain that trees are a type of plant and identify the basic features of a tree. 	

- explain that trees are a type of plant and identify the basic features of a tree.
- begin to identify deciduous and evergreen trees.

- begin to identify deciduous and evergreen trees.
- Describe the characteristics of some plants and animals
- Name some sources of food and how they are linked in a food chain.

Assessment

Teacher observations and questioning.

Grammarsaurus Cumulative Quiz and Assessment