St Bernadette's Catholic Primary Voluntary Academy

Subject Medium Term Planning - KS1 Lent Term Cycle B - Hometown Glory Topic

PLANTS - BIOLOGY	Learning Objective	Activity	Key Knowledge (By the end of the lesson)		Vocabulary (Tier 3)
			Substantive	Disciplinary	
Lesson 1	Science L.O.8 To be able to identify and describe the basic structure of a variety of common flowering plants, including trees (NC1).	Ask the children what a plant is. Look at different images of plants.. What do they all have in common? Talk about the different parts and functions.	• Name the parts of a plant: stem, roots, leaves, flower. • Know the functions of these parts.		**stem** **roots** **leaves** **flower** **function**
Lesson 2	SCIENCE L.O.7 To be able to identify and name a variety of common wild and **garden plants,** including deciduous and evergreen trees	What plants do we have growing around the school grounds, at home, on the way to school? Link to local area walk. Why we have plants growing in these places, for insects etc. Look at some different garden plants, focusing on flowers. How many can the children name? Compare them- eg petals, size of leaves etc	• Name some garden plants: daffodil, snowdrop, lavender, pansy, tulip, rose, lupin and for-get-not		**Daffodil** **Snowdrop** **Pansy** **Tulip** **Rose** **Lupin** **Forget-me-not**
Lesson 3	SCIENCE L.O.7 To be able to identify and name a variety of **common wild** and garden **plants,** including deciduous and evergreen trees (NC1).	Discuss what is meant by a wild plant/flower – grows in the countryside etc Name some commonly grown wild plants that grow in the local area, (countryside, fields etc). Include some trees- but focus on flowers/other plants.	• Name some wild plants: dandelion, daisy, nettle, buttercup, clover, poppy, bluebell and thistle.		**Dandelion** **Daisy** **Nettle** **Buttercup** **Clover** **Poppy** **Bluebell** **Thistle**

Lesson 4	Science L.O.8 To be able to identify and describe the basic structure of a variety of common flowering plants, **including trees** (NC1).	Discuss how a tree is another type of plant. Focus on the main parts of a tree and using knowledge of other plants, discuss the functions of the different parts of a tree. Label the parts of a tree/ describe the functions.	• Know the parts of a tree: trunk, roots, branches, leaves, twigs, crown, bark. • Know the functions of these parts.		**trunk** **toots** **branches** **leaves** **twigs** **crown** **bark**
Lesson 5	Science L.O.8 To be able to identify and describe the basic structure of a variety of common flowering plants, including trees (NC1).	Go for a walk around school looking at different trees – photograph. Can the children name any? Collect and photograph leaves. Be a 'tree detective' with a partner - use the leaf key to name the tree. Magnifying glasses to examine the leaves more closely.	• Know the names of common trees and any seeds they produce: oak tree, hawthorn, cedar, horse chestnut, pine, fir and sycamore	• Be able to use a simple leaf identification key.	**Oak tree** **Hawthorn** **Cedar** **Horse chestnut** **Pine** **Fir** **Sycamore** **seed**
Lesson 6	SCIENCE L.O.7 To be able to identify and name a variety of common wild and garden plants, including **deciduous and evergreen trees** (NC1).	Do trees look the same throughout the year? Discuss if this is so for all trees. Identify that some trees do not lose their leaves in a winter and because of that are called evergreen. Discuss what deciduous means. Children to look at the changes that are happening now to trees around us. Identify which trees in playground are evergreen and deciduous. Identifying and sorting the leaves. Seasons - next topic	• Know the difference between deciduous and evergreen trees. • Know the names of some evergreen and deciduous trees (oak tree, hawthorn, cedar, horse chestnut, pine, fir and sycamore)		**Evergreen** **Deciduous** **season** **shed (verb)**
Lesson 7	Science L.O.9 To be able to find out and describe how plants need water, light and a suitable temperature to grow and stay healthy (NC2)	**ENQUIRY APPROACH FOCUS - Observation over time** Discuss what we think is needed for seeds to grow. Discussion around what could be investigated. Question - Do plants really need water and soil to		<u>Asking simple questions -</u> • Ask simple questions • Make predictions	**investigate** **living, alive** **healthy** **seeds** **water** **soil**

		grow? Discuss what we need to do and set up to answer this question. Set up seeds in 4 conditions: - ● Seeds ● Seeds and water ● Seeds and soil ● Seeds, water and soil			
Lesson 8	YEAR 1 L.O.6 To be able to use their observations and ideas to suggest answers to questions, with support. YEAR 2 L.O.6: To be able to use their observations and ideas to suggest answers to questions.	**ENQUIRY APPROACH FOCUS - Observation over time** Look at what has happened and summarise observations. Draw conclusions from the investigation carried out.	● Know that plants need water to begin growing and to stay healthy	**ENQUIRY APPROACH FOCUS** ● **Make observations over time** ● Use observations to answer questions	**observed** **changed** **conclusion**
Lesson 9	Science L.O.9 To be able to find out and describe how plants need water, light and a suitable temperature to grow and stay healthy (NC2)	**ENQUIRY APPROACH FOCUS - Observation over time** What else do we think plants need to grow? Discuss what we think about light and temperature. How can we find this out? Come up with questions that could be investigated and what we would need to do. Agree on a question and make predictions based on any prior knowledge.. Set up investigation. ● Seeds, water, soil, light and warm ● Seeds, water, soil, light and cold ● Seeds, water, soil, dark and warm ● Seeds, water, soil, dark and cold.		<u>Asking simple questions -</u> ● Ask simple questions ● Make predictions	**living, alive** **healthy** **Sunlight** **temperature**

Lesson 10	YEAR 1 L.O.6 To be able to use their observations and ideas to suggest answers to questions, with support. YEAR 2 L.O.6: To be able to use their observations and ideas to suggest answers to questions.	**ENQUIRY APPROACH FOCUS - Observation over time** Look at what has happened and summarise observations. Make observations. Draw conclusions.	• Know that plants need light and a suitable temperature to grow and stay healthy.	**ENQUIRY APPROACH FOCUS** • **Make observations over time** • Use observations to answer questions	**observed** **changed** **conclusion**
Lesson 11	SCIENCE L.O.10 To be able to observe and describe how seeds and bulbs grow into mature plants (NC2).	Discuss where fruit and vegetables come from, how plants begin their life- as seeds or bulbs. Talk about the life cycle of a plant. Time lapse videos Sequencing pictures. Recording the different stages.	• Know that seeds and bulbs grow into plants. • Know and can order the stages of the life cycle of a plant		**Seed, bulb** **life cycle** **sequence** **order**
Lesson 12	Year 1 L.O.5: To be able to gather and record simple data. Year 2 L.O.5: To be able to gather and record data to help in answering questions.	Plant bean/sunflower seeds to grow own plant. Will water and monitor own plant over next few weeks and regularly measure height and record observations in a bean/sunflower diary diary.		**ENQUIRY APPROACH FOCUS** • **Make observations over time** <u>Gathering and recording data</u> • Take and record measurements (Y2)	**measure**