

St Bernadette's Catholic Primary Voluntary Academy



Subject Medium Term Planning - LKS2 Term Advent Cycle B - Topic The Journey to Ancient Egypt

MATERIALS	Learning Objective	Activity	Key Knowledge (By the end of the lesson)		Vocabulary (Tier 3)
			Substantive	Disciplinary	
Lesson 1	<p>L.O. To identify the different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p><u>Parts of Flowering Plants</u></p>	Children investigate potted plants using magnifying glasses to explore the different parts of a plant and making observational drawings and with labels.	<ul style="list-style-type: none"> Know what a plant is. Know what the different parts of a flowering plant are called. - roots, stem/trunk, leaves, flowers. Know the functions of the different parts of the plants. 	<p>Observing</p> <ul style="list-style-type: none"> Sketch and label a plant. 	Plant, roots, stem/trunk, leaves, flowers
Lesson 2	<p>L.O. To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p><u>Plant Part Functions</u></p>	<p>HA: Draw a flower labelling the parts. Under the label write the function of each part with examples.</p> <p>MA: Draw a flower labelling the parts. Under the label write the function of each part.</p> <p>LA: Label parts of a flower. Match the functions to the correct flower part.</p>	<ul style="list-style-type: none"> Know what the different parts of a flowering plant are called. - roots, stem/trunk, leaves, flowers. 		Plant, roots, stem/trunk, leaves, flowers
Lesson 3 (Linked with Lesson 10)	L.O. To set up and carry out an investigation to investigate what plants need to grow well.	<p>Investigation Question: What do plants need to grow well?</p> <p>Conduct an exploring and observing investigation, so you can see what happens to your plants in different conditions. For example, a plant in the dark with no water, a plant in the dark with water, a plant in light with no water, a plant in the light with water etc.</p> <p>Complete the LKS2 Science investigation template including information such as predictions,</p>	<ul style="list-style-type: none"> Know what an exploring and observation investigation is. Know what a plant is. Know the different parts of a plant and be able to describe these during the investigation. 	<p>ENQUIRY APPROACH FOCUS</p> <p><u>Make systematic and careful observations</u></p> <ul style="list-style-type: none"> Conduct an investigation. Observe how water is transported through plants. To conduct an experiment fairly. Identify differences, similarities or changes related to simple scientific ideas and processes. <p><u>Using results</u></p> <ul style="list-style-type: none"> To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. 	Light, dark, plants, grown, warmth, water, Air, light, water, nutrients, soil, investigate, explore, predict, observe.

		<p>presenting findings from investigation in drawings, writing explanations of the investigation and using scientific evidence to answer the investigation question.</p> <p>Observation ongoing throughout the term.</p>		<ul style="list-style-type: none"> ● Draw conclusions about results 	
Lesson 4	<p>L.O. To explore what plants need for life and growth and how they vary from plant to plant.</p> <p><u>Life and Growth</u></p>	<p>Discuss prior learning. Write down all the things that plants need to live and grow.</p> <p>HA - Write sentences for all of the requirements to explain what they mean.</p> <p>MA - Write sentences for 4 of the requirements to explain what they mean and why they need each requirement.</p> <p>LA - Only write the requirements down.</p> <p>Purple Pen: What do you think would happen if a plant did not have these requirements and explain why?</p>	<ul style="list-style-type: none"> ● Know that plants need air, light, water, nutrients from soil, room to grow and time to live and grow. ● Know what a seed is. ● Know how seeds are formed. 		Life, growth, air, light, water, nutrients from soil, and room to grow, time
Lesson 5	<p>L.O. To investigate the way in which water is transported within plants.</p> <p><u>Transporting Water</u></p>	<p>Experiment Question - How is water transported within plants?</p> <p>Food colouring experiment to explore how water is transported within plants.</p> <p>Complete the LKS2 Science investigation template including information such as predictions.</p> <p><i>(Following morning activity - revisit and write conclusion/outcome)</i></p>	<ul style="list-style-type: none"> ● Know how water is transported through plants. 	<p>ENQUIRY APPROACH FOCUS</p> <p><u>Make systematic and careful observations</u></p> <ul style="list-style-type: none"> ● Conduct an investigation. ● Observe how water is transported through plants. ● To conduct an experiment fairly. <p><u>Using results</u></p> <ul style="list-style-type: none"> ● Draw conclusions about results 	Transport, water, flower, leaf, stem, roots, experiment
Lesson 6	<p>L.O. To explore the life cycle of flowering plants.</p> <p><u>Flowering Plant Life Cycle</u></p>	<p>Label a life cycle of a plant using key words such as germination, roots, leaves, flowering and seed dispersal.</p> <p>HA - Label and sentences describing all parts of the cycle.</p>	<ul style="list-style-type: none"> ● Know the steps of the life cycle of a plant e.g. germination, roots etc. 		Germination, roots, leaves, flowering, seed dispersal, life cycle

		<p>MA - Label and sentences describing 3 parts of a cycle.</p> <p>LA - Label and match sentences describing parts of the life cycle to the correct part in the process.</p>			
Lesson 7	<p>L.O. To identify parts of the plant used in pollination.</p> <p><u>Parts of a Pollinating Flower</u></p>	<p>Explore slides about pollination. In groups/pairs/independently, bullet point the stages to pollination. (Children can draw images too if it helps.)</p> <p>Explain this prior learning with a view to an extended writing information piece.</p>	<ul style="list-style-type: none"> Know what pollination means. Know the key parts of pollination. Know that animals are pollinators. 	<ul style="list-style-type: none"> Discuss confidently in groups the key parts of pollination. 	Pollination,
Lesson 8	<p>L.O. To explore the part that flowers play in the life cycle of flowering plants, including flowers and pollination.</p> <p><u>Flowers and Pollination</u></p>	<p><u>Extended Writing - Information Leaflet</u></p> <p>Recap the steps of the pollination process.</p> <p>HA and MA: Write an extended piece of writing explaining the pollination process including images.</p> <p>LA: With support, write a short piece of writing about pollination. (Word banks and format provided.)</p> <p><i>LA- : Order the steps of the pollination process.</i></p>	<ul style="list-style-type: none"> Know what part of the plant is used during pollination. Know the steps of the pollination process. Identify differences, similarities or changes related to simple scientific ideas and processes. 	<p><u>Extended Writing LO</u></p> <ul style="list-style-type: none"> Write informatively about pollination including key scientific language. 	Life cycle, pollination,
Lesson 9	<p>L.O. To explore the part that flowers play in the life cycle of flowering plants, including seed formation and seed dispersal.</p> <p><u>Seed Dispersal</u></p>	<p>Share slides around seed dispersal. Discuss how important it is and what would happen if seeds couldn't disperse.</p> <p>Sort different types of plants into the different forms of seed dispersal. E.g. sycamore and dandelions into wind etc</p> <p>Extension: Explaining the different ways seeds are dispersed in a written answer.</p>	<ul style="list-style-type: none"> Know what seed dispersal means. Know different types of seed dispersal. Know which seeds 	<ul style="list-style-type: none"> Ask relevant questions and use different types of scientific enquiries to answer them. 	Life cycle, seed dispersal, seed formation, wind, eaten by animals, water. Catching a lift

<p>Lesson 10 (Linked with Lesson 3)</p>	<p>L.O. To set up and carry out an investigation to investigate what plants need to grow well.</p> <p><u>Results</u></p>	<p>Investigation Question: What do plants need to grow well? Conduct an exploring and observing investigation, so you can see what happens to your plants in different conditions. For example, a plant in the dark with no water, a plant in the dark with water, a plant in light with no water, a plant in the light with water etc.</p> <p>Complete the LKS2 Science investigation template including information such as predictions, presenting findings from investigation in drawings, writing explanations of the investigation and using scientific evidence to answer the investigation question.</p> <p>Observation ongoing throughout the term.</p>	<ul style="list-style-type: none"> • Know what an exploring and observation investigation is. • Know what a plant is. • Know the different parts of a plant and be able to describe these during the investigation. 	<p>ENQUIRY APPROACH FOCUS <u>Make systematic and careful observations</u></p> <ul style="list-style-type: none"> • Conduct an investigation. • Observe how water is transported through plants. • To conduct an experiment fairly. • Identify differences, similarities or changes related to simple scientific ideas and processes. <p><u>Using results</u></p> <ul style="list-style-type: none"> • To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Draw conclusions about results 	<p>Light, dark, plants, grown, warmth, water Air, light, water, nutrients, soil, investigate, explore, predict, observe.</p>
Lesson 11	<p>Scavenger Hunt (Outdoors in either school field or local area)</p>	<p>Discuss what kind of plants, flowers or trees you would expect to find. Do you think we will see any examples of pollination or seed dispersal? - why/how? Split the class into groups with a clipboard and explain that children are going to collect/sketch/note down findings to share with the class afterwards.</p>	<ul style="list-style-type: none"> • Recognise and label types of plants. • To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. 	<ul style="list-style-type: none"> • Use prior knowledge to identify and discuss findings. 	
Lesson 12	<p>L.O. To identify the effects of water pollution on our planet.</p> <p><u>Water Pollution</u></p>	<p>Recap prior learning. Discuss our topic One Ocean - what do we know about our ocean, is it clean? Safe? Discuss. Link to water pollution. Share slides and videos about it and children can note down facts on whiteboards. Children create a poster raising awareness about water pollution.</p>	<ul style="list-style-type: none"> • Identify types of water pollution. • Know the effects of water pollution on our planet. 	<ul style="list-style-type: none"> • Discuss ways we can help keep our water clean. • Summarise key facts about how pollution is affecting our oceans and what will happen if it continues. 	<p>Plenary: Look through knowledge organiser.</p> <p>END OF TOPIC ASSESSMENT/QUIZ</p>