

Vocabulary	
Key Word	Definition
<b>Flower</b>	The seed-bearing part of a plant
<b>Blossom</b>	A mass of flowers, especially on a tree or bush
<b>petal</b>	A leaf that form part of a flower
<b>fruit</b>	Part of a plant that has seeds
<b>berry</b>	A true berry is a fruit that grows from a single flower: blueberries, cranberries, currants and gooseberries
<b>stem</b>	The main body of a plant rising above the ground
<b>Root</b>	The part of a plant which attaches it to the ground, under the ground.
<b>Seed</b>	The small part of a plant which grows into a new plant
<b>Stalk</b>	Any supporting part of a plant
<b>bud</b>	The start of a new flowering plant

KS1 Science

Unit Springtime Changes and Plants

Plants and seeds

Seeds grow into **larger plants** such as flowers, bushes and trees.

wildflower

flowers that are not planted by a person

evergreen

trees that keep their leaves all year round

deciduous

trees that drop their leaves every year

Working Scientifically Skills

Science Enquiry

Learning Sequence

Lesson 1

Are all seeds the same? (plant a range of seeds – observe and record weekly)

Lesson 2

What are the similarities and differences between the basic parts of a tree and the basic parts a flowering plant?

Lesson 3

Which plants can I identify growing in the same environment? (common/ wild)

Lesson 4

What is the difference between deciduous and evergreen trees? How have they changed since Winter? (Tree location visit)

Lesson 5

Do fruit and vegetables have in common with plants?

Lesson 6

Assessment: Design an area in the garden using your knowledge of trees, plants and vegetables. Justify

## Year 1 - Key Learning

**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.**

Prior Learning	Future Learning
<ul style="list-style-type: none"><li>Plant seeds and care for growing plants. (Nursery – Plants)</li><li>Understand the key features of the life cycle of a plant and an animal. (Nursery – Plants)</li><li>Begin to understand the need to respect and care for the natural environment and all living things. (Nursery – Plants)</li><li>Explore the natural world around them. (Reception – Living things and their habitats)</li><li>Recognise some environments that are different to the one in which they live. (Reception – Living things and their habitats)</li></ul>	<ul style="list-style-type: none"><li>Observe and describe how seeds and bulbs grow into mature plants. (Y2 - Plants)</li><li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Y2 - Plants)</li><li>Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2 - Living things and their habitats)</li><li>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. (Y3 - Plants)</li></ul> <p>Investigate the way in which water is transported within plants. (Y3 -Plants)</p>

## Possible Assessment - formative

**Showing understanding of a concept, using correct vocabulary.**

- Can name trees and other plants that they see regularly
- Can describe some of the key features of these trees and plants e.g. the shape of the leaves, the colour of the flower/blossom
- Can point out trees which lost their leaves and those that kept them the whole year
- Can point to and name the parts of a plant, recognising that they are not always the same e.g. leaves and stems may not be green

**Applying knowledge in familiar related contexts, using enquiries. WS**

- Can sort and group parts of plants using similarities and differences
  - Can use simple charts etc. to identify plants
  - Can collect information on features that change during the year
- Can use photographs to talk about how plants change over time
- Can collect information how daffodils change over time. (potted and cut)