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| **Year 1: Plants (Plants) UPDATED November 2023** |
| **Links made with other subjects** | Geography: our local areaEnglish texts: seed and turnip texts  |
| **The BIG Question** | What is this plant / tree? |
| **The BIG Outcome** | List the different plants and trees they have learnt about in their local area and label accordingly.  |
| **Science objectives**(link to NC)  | - 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 knowledge**What prior knowledge is needed for children to be successful in this unit?   | *Children already know:*EYFS – Understanding the world: Children know about similarities and differences in relation to places, objects, materials and living things. They can talk about the features of their own immediate environment and how environments might vary from one another. They can make observations of animals and plants and explain why some things occur. They can talk about changes. |
| **Future learning**Consider the conceptual knowledge within a subject that pupils need for future learning not just the recall of facts but the importance of concepts | This unit gives prior knowledge to:Yr 2: **Growing plants (Plants)**Yr 3: **What plants need and parts of plants (Plants)** |
| **Science strands** | Related Enquiry Questions

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| **Classifying**  |
| - Allow children to classify leaves, flowers, and seeds, choosing their own criteria. |
| **Observing over time**  |
| - Observe a tree through the year. - Observe a trail/patch to identify how plants change through the year. |
| **Pattern Seeking**  |
| Based on observations, encourage children to identify patterns e.g. after comparing the size of leaves on different plants, children may suggest “bigger plants have bigger leaves.” |
| **Comparative testing**  |
| Not relevant  |
| **Researching**  |
|  -Use secondary sources to name plants (including trees) based on observations of leaves, seeds, flowers, buds, and bark (Leafsnap UK on Apple App Store, SEEK INaturalist on Google Play and Apple App Store, textbooks, Woodland Trust resources) |

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| **Vocabulary/ Glossary** | Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, evergreen, deciduousNames of trees in the local area include: broadleaved natives, including Birch, Holly, Hawthorn, oak, conifer, beech, sycamore, Alder to Hornbeam and Scotts PineNames of garden and wild flowering plants in the local area include: roses, bluebells, tulips, snowdrops  |
| **Knowledge** (see italics for knowledge to remember) | *The knowledge that children will learn and remember:*1. *Growing locally, there will be a vast array of plants which all have specific names. Children can name some of these.*
2. *Plants can be identified by looking at their key characteristics e.g. root, stem, leaf, flower.*
3. *Plants have common parts, but they vary between the different types of plants.*
4. *Some trees keep their leaves all year (evergreen) while other trees drop their leaves during autumn and grow them again during spring (deciduous).*
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| **SEND expectations** | 1. *Growing locally, there will be a vast array of plants which all have specific names. Children can name some of these.*
2. *Plants can be identified by looking at their key characteristics e.g. root, stem, leaf, flower.*
3. *Plants have common parts, but they vary between the different types of plants.*
4. *Some trees keep their leaves all year while other trees drop their leaves during autumn and grow them again during spring.*
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| **Common misconceptions**  | - plants are flowering plants grown in pots with coloured petals and leaves and a stem - trees are not plants - all leaves are green - all stems are green - a trunk is not a stem - blossom is not a flower. |