

Year 1 – Plants ( Plants)												
Links made with other subjects	Geography – local area English texts – seed and turnip texts											
The BIG Question	What is alive?											
The BIG Outcome	List the different plants and trees they have learnt about in their local area and label											
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 talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and 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 - <b>Growing plants (Plants)</b> Yr 3 - <b>What plants need and parts of plants (Plants)</b>											
Science strands	<table><tr><td>Related Enquiry Questions</td></tr><tr><td><b>Classifying</b></td></tr><tr><td>- Allow children to classify leaves, flowers, and seeds, choosing their own criteria.</td></tr><tr><td><b>Observing over time</b></td></tr><tr><td>-Observe a tree through the year. -Observe a trail/patch to identify how plants change through the year.</td></tr><tr><td><b>Pattern Seeking</b></td></tr><tr><td>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.”</td></tr><tr><td><b>Comparative testing</b></td></tr><tr><td>Not relevant</td></tr><tr><td><b>Researching</b></td></tr><tr><td>-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)</td></tr></table>	Related Enquiry Questions	<b>Classifying</b>	- Allow children to classify leaves, flowers, and seeds, choosing their own criteria.	<b>Observing over time</b>	-Observe a tree through the year. -Observe a trail/patch to identify how plants change through the year.	<b>Pattern Seeking</b>	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.”	<b>Comparative testing</b>	Not relevant	<b>Researching</b>	-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 & deciduous Names of trees in the local area: broadleaved natives, including Birch, Holly, Hawthorn, oak, conifer , beech, sycamore, Alder to Hornbeam and Scotts Pine Names of garden and wild flowering plants in the local area: roses, bluebells, tulips, snowdrops											
Knowledge (see italics for knowledge to remember)	<i>The knowledge that children will learn and remember:</i>  1. <i>Growing locally, there will be a vast array of plants which all have specific names.</i> 2. <i>Children can name some trees and plants that grow locally</i>											

## Science Scheme of Work

	<ol style="list-style-type: none"> <li>3. <i>These can be identified by looking at the key characteristics of the plant.</i></li> <li>4. <i>Plants have common parts, but they vary between the different types of plants.</i></li> <li>5. <i>Some trees keep their leaves all year (Evergreen) while other trees drop their leaves during autumn and grow them again during spring ( deciduous).</i></li> </ol>
<b>SEND expectations</b>	<ol style="list-style-type: none"> <li>1. <i>Growing locally, there will be a vast array of plants which all have specific names.</i></li> <li>2. <i>These can be identified by looking at the key characteristics of the plant.</i></li> <li>3. <i>Plants have common parts, but they vary between the different types of plants.</i></li> <li>4. <i>Some trees keep their leaves all year while other trees drop their leaves during autumn and grow them again during spring.</i></li> </ol>
<b>Common misconceptions</b>	<p>plants are flowering plants grown in pots with coloured petals and leaves and a stem</p> <ul style="list-style-type: none"> <li>- trees are not plants</li> <li>- all leaves are green</li> <li>-all stems are green</li> <li>-a trunk is not a stem</li> <li>-blossom is not a flower.</li> </ul>