

# WHITLEY MEMORIAL C of E AIDED PRIMARY SCHOOL



*'Let your light shine' – Matthew 5:16*

Curriculum Planning Subject: **SCIENCE**

Unit: **PLANTS**

Y1	Y2	Y3	Y4	Y5	Y6
yes	yes	yes	Yes- Habitats	-	-

Year Group	Y1	Y2	Y3	Y4
Topic	Long, Long Ago (T2a) Ada Twist investigates the local area (T3b)	Oliver's Vegetables Happily ever After Outdoor Learning		
<b>Key Learning:</b> National Curriculum knowledge covered	Identify and describe the basic structure of a variety of flowering plants including trees. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.	Observe and describe how seeds and bulbs grow into mature plants  Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.  Seed/bulb identification Introduction to composting Using simple hand tools safely in the allotment	<ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</li> <li>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</li> <li>Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	Pupils should be taught to: □ recognise that living things can be grouped in a variety of ways □ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment □ recognise that environments can change and that this can sometimes pose dangers to living things.
<b>Key Progressive Skills:</b> National Curriculum skills covered	Observing closely, using simple equipment (magnifying glass, non-standard units of measure - e.g cubes) Gathering and Recording data, e.g, height if plant, identifying stem, leaves and flowers. Drawing diagrams of	Observe seasonal changes Observe changes over time Observe and record with some accuracy Setting up a comparative test Using simple equipment	<b>Working scientifically</b> by comparing the effect of different factors on plant growth. <b>Observing</b> different stages of plant life cycles and how water travels up the stem to the flowers.	Compare, group, observe, measure, and investigate. Gather, record, classify, present data.

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	<p>simple plants and labelling them at different stages of growth. Communicating their findings with a partner, group and whole class through drawing.</p> <p>Identifying and Classifying a variety common flowering plants in different ways, both given and their own chosen criteria: cow parsley, buttercup, clover and daisy, nettle, pansy and dandelion, using our local area to explore plant growth in their environment. Communicating their findings with a partner, group and whole class.</p>			
<p><b>Key Vocabulary</b> National Curriculum and other</p>	<p>Leaves, flowers (blossom), petals, fruit. Roots, bulb, seed, trunk, branches, stem.</p> <p>Deciduous, evergreen, oak, sycamore, silver birch, beech, horse chestnut, scots pine, pansy, dandelion, daisy, cow parsley, buttercup, clover, nettle.</p>	<p>Germination Growth Reproduction Seed Bulb Observing Recording Change Similar Difference Comparative Healthy Wild plants Garden plants Deciduous Evergreen Leaf</p>	<p><b>Structure</b> - flowering plants, roots, stem/ trunk, leaves, flowers. <b>Function</b> - nutrition, support, reproduction, makes own food. <b>Requirements for life and growth</b> - air, light, water, nutrients from the soil, room to grow, fertiliser. <b>Life cycle</b> - flowers pollination, seed.</p>	<p>environment flowering non-flowering plants animals vertebrate danger <b>invertebrates</b>- snails, slugs, worms, spiders, insects <b>vertebrates</b>- fish, amphibians, reptiles, birds, mammals <b>plants</b> - flowering plants, non-flowering plants population development litter</p>

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		<p>Root</p> <p>Leaves</p> <p>Bud</p> <p>Flower</p> <p>Blossom</p> <p>Petals</p> <p>Root</p> <p>Stem</p> <p>Trunk</p> <p>Branches</p> <p>Fruit</p> <p>Vegetables</p> <p>Water</p> <p>Light</p> <p>Suitable</p> <p>Temperature</p> <p>Magnifying glass</p>		<p>deforestation</p> <p>environment</p> <p>flowering</p> <p>non-flowering</p> <p>plants</p> <p>animals</p> <p>vertebrate</p> <p>danger</p> <p><b>invertebrates-</b> snails, slugs, worms, spiders, insects</p> <p><b>vertebrates-</b> fish, amphibians, reptiles, birds, mammals</p> <p><b>plants</b> - flowering plants, non-flowering plants</p> <p>population</p> <p>development</p> <p>litter</p> <p>deforestation</p>
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