

Inspiring and enabling our school community to live life to the full



YEAR 1 SCIENCE

Identifying plants and their parts

Our Science curriculum aims to enthuse children and help them to be curious and develop a sense of excitement about the world. Through a range of teaching, learning and extra-curricular opportunities, children will develop scientific knowledge and conceptual understanding to recognise the uses and implications of Science, today and for the future. We encourage children to ask their own questions; predict how things will behave and analyse causes, using Science to explain what is happening.

Characteristics of an Effective Learner

Courage
Commitment
Collaboration
Creativity
Curiosity

Prior Learning:

In Summer 1, children learned how the changing seasons affect us and our local environment including day length, animals, plants and weather.

Key Vocabulary taught in this unit:

Different, compare, describe, similar, texture, bark, roots, stem, trunk, classify, group, identify, observe, deciduous, evergreen, flower, leaf, plant

Key Questions:

- Q: What wild and garden plants can we find around our school?
- Q: What parts of a plant grow above the ground?
- Q: What part of a plant grows under the ground?
- Q: Why are trees plants?
- Q: What are the similarities and differences between plants that have flowers?

Intent: What do we want the children to know, be able to do by the time they complete this unit?

- 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.

Working Scientifically:

- Observing closely, using simple equipment.
- Identifying and classifying.

Impact / Outcome:

What will the final product / result be?

Children will learn about the methods scientists use to build scientific knowledge.

They will learn that scientists make and use observations to answer scientific questions about the natural world.

They will develop an understanding of the following type of enquiry: identifying and classifying.

P4C Inquiry (where appropriate) N/A