

Key Stage **KS1**

Topic

**Plants**

Class **1**

Range **1 (2)**

**End of Unit Goals**

**Pupils will be able to:**

- Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen
- Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers

**Explaining Science**

- Remember some simple science facts
- Use & remember science words during activity
- Add science word labels to diagrams (help)

**Classification**

- Sort by using yes/no statements
- Group by difference or similarity

**Key Terminology:**

Plant, roots, stem, trunk, branches, leaves, flower (petals), fruit, bulb, seed, evergreen, deciduous, vegetables, (variety of common plant names, e.g. geranium, dandelion, oak, bean)

Lesson	Content Objective	Skill Objective	Possible Activities
1	What are the parts of a plant?	Add science word labels	<ul style="list-style-type: none"> <li>• Sorting pictures - plants / not plants. Identify similar features/parts (Use a big range e.g. sea, mountains, desert) ... compare (begin to support a big-picture model of plant structure)</li> <li>• Identify the parts of a plant - use drawings, photographs or grown specimens to label</li> <li>• Plant beans / previously grown examples or time-lapse photograph cards to show growth to flowering (order; identify parts; describe) ... label parts</li> <li>• Pretend to be a plant growing (what do my arms, legs, body represent?)</li> <li>• Make a plant using tissue paper, pipe-cleaners or leaves and twigs. Label parts.</li> <li>• Encourage pupils to describe the functions of each part (1+)</li> </ul>
2	Can you name different types of plant?	Group by difference or similarity	<ul style="list-style-type: none"> <li>• Sort pictures into trees &amp; 'other' plants</li> <li>• Generate identification cards (picture; parts) using information, pictures &amp; specimens (e.g. leaves, bark) ... encourage recall</li> <li>• Walk around school grounds. Identify trees using identification cards (matched features) ... use picture cards</li> <li>• Use specimens/PowerPoint to introduce pupils to types of plant using common names. Encourage recall. Photo-find at a public garden or class quiz.</li> </ul>
3	How do trees survive the winter?	Remember science words during activity	<ul style="list-style-type: none"> <li>• Time-lapse pictures of familiar trees over the seasons. Compare similarities &amp; differences between deciduous and evergreen</li> <li>• Draw cartoon strip for both. Paint/add coloured leaves to branched twigs ('trees') to show through seasons. Label (begin to support a big-picture life-cycle model)</li> <li>• Sort pictures of trees into deciduous / evergreen</li> </ul>
4	Where can I find plants?	Group by difference or similarity	<ul style="list-style-type: none"> <li>• Watch gardening programme to see the use of plants in the garden (note features). Compare to programme about a wild area (note features).</li> <li>• Plant hunt comparing two areas (garden, wild) around school. Name plants using picture cards. Name trees using leaf silhouettes.</li> </ul>
5	Where can plants live?	Remember some science facts	<ul style="list-style-type: none"> <li>• Compare plants from previous lesson to those in the desert, rainforest, etc</li> <li>• Use non-fiction books. What lives where? Display Why are there no plants are found in the arctic, caves, bottom of the ocean, etc</li> </ul>