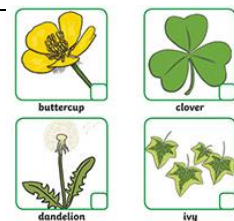


Year 1 – Summer 1 – Plants

English Journey: Instructions to plant a flower

NC Science

- Identify and name a variety of common wild and garden plants including deciduous and evergreen trees
- Identify and describe basic structure of a variety of common flowering plants including trees



How many types of plants are there?

I can name a variety of plants.

Pose: How many types of plants are there?
Plan (adult led): First we need to understand what a plant is. Explain that plants are living things that grow. Then we need to know the name of some plants. Show children some plants. Can they match the names to the plants? After that we need to go on a hunt around our school to see which plants we can find.

Pick (adult led): Are we looking for the same plants? Are we looking in the same places?
Predict: Which of these plants do you think we will see today? How many of these plants do you think you will find? Do you think we will find any other plants?

Present: When on the plant hunt, children complete a tally chart for every time they see a certain type of plant. Back in the classroom children present their data in a bar chart.

Provide (adult led): Which plant did we see the most? Why do you think that is?

What is the world around us like in Spring?

I can observe signs of Spring.

Pose: What does the world around us look like in Spring?

Children look out the window. What can you see? Take children for a walk around the field. What can you see? Record children's observations.

Children will explore different aspects of Spring: weather, clothing, activities and seasonal fruit. Have four stations set up around the classroom.

- Weather – children look at the weather over the past 7 days and create a weather chart to present to the class. How is this different to Autumn and Winter?
- Clothing – Provide children with an outline of a person and they have to dress the person ready for Spring. How/why are the clothes different to Autumn and Winter?
- Activities – children carry out different activities that we only do in Spring: Easter egg hunt, match animals to their young and create a bird's nest. How are these different to Autumn and Winter?
- Seasonal food – children taste and name different seasonal fruits and

How do plants grow?

I can describe the basic structure of a flowering plant.

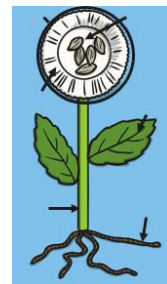
Pose: How do plants grow?

What do we need to grow? What do plants need to grow? How do we eat and drink? How do plants eat and drink?

Show children a real life plant. Which part of the plant do you think they use to drink? Discuss and share the answers. How do we get energy? How do plants get energy? Discuss and share answers. How do we stay standing? How do plants stay standing? Discuss and share answers.

Explain that each part of a plant has a very special job to do just like the parts of our bodies.

Children make a 3D flower with labels using: green straws, sunflower seeds, real leaves, brown wool, cupcake cases, glue, blue card and brown card. Children then label each part of the plant.



Can we eat plants?
 I can identify parts of plants that we can eat.

Pose: Can we eat plants?

Plan (adult led): We are going to eat some of the different plants on our tables today and identify what part of a plant they come from. Have each table set up as a different station representing the different parts we are eating. Children rotate around the table and see if they know which part of the plant they are eating.

Pick (adult led): What are we keeping the same? What are we changing?

Predict: Which plants do you think we can eat? Which parts of a plant do you think these are?

Present: Children complete a table to show the part of a plant we eat.

Roots	Stems	Leaves
beetroot	celery	lettuce

Provide (adult led): Can we eat plants? Can we eat all parts of a plant? Are plants healthy or unhealthy for us?

Where do plants grow?

I can identify where plants grow.

Pose: Where do plants grow? Do they all grow out of the ground? Can plants grow under the ground?

Plan (adult led): We are going to research where plants grow. We will focus on the plants from last lesson (the plants we eat). We will study pictures to find out where the plant is growing using 'Where does it grow?'

Pick (adult led): What are we looking for? What will we change?

Predict: Can plants grow underground? (yes or no) Ask children to stand on either side of the room. One side represents yes and the other represents no. Encourage children to explain their reasoning.

Present: Children create a picture to show the plants that grow underground. They place a brown flap over the top so they create a flap picture.



Provide (adult led): Where do plants grow? How do plants that grow underground survive?

I can identify the difference between wild plants and garden plants.

Show children two images: where are these plants growing? What are the characteristics of the plants in the garden? What are the characteristics of the plants in the wild?

Encourage children to think about their height and colour. How did these plants get here? Why do people not plant these in their gardens? Why do people dig these plants out of their garden? Not all plants have flowers and people like their gardens to look pretty.

Children sort pictures into two groups: garden plants and wild plants. How do you know these are wild? How do you know these are garden plants? Discuss how wild plants attract wildlife. Which plants would you put in your garden? Children design a garden containing their chosen plants. They then use a shoebox to make their garden and plant their flowers in their garden. Children are to watch how their garden grows overtime.

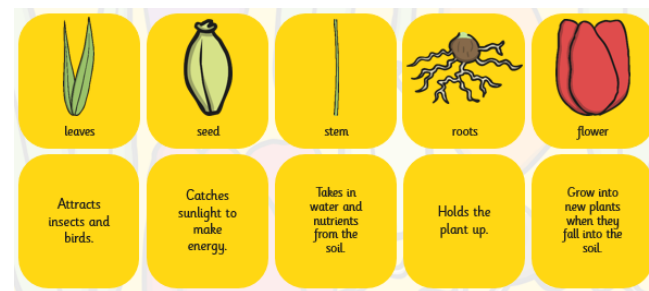
What plants will you find in your garden?

How to Make a Mini nature reserve

- Choose your site:** Choose a safe place to put your window box – somewhere like an old bench or wall at an easy height for inspection.
- Gather your materials:**
 - window box
 - a small log
 - gutter pot
 - some compost
 - a rock
- Fill the box with compost:** Always use peat-free compost and save our precious peat bogs.
- Add a few features:** Dig in the gutter pot and add the small log and rock.
- Leave!**
- Keep a diary:** Record the changes you see. Make notes using a guidebook and take a photo every week.
- Management:** Remove any of control plants or cut them back with scissors.

NC Working Scientifically

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely using simple equipment
- Performing simple tests identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions



Year 1 – Summer 1 – Plants

vegetables: strawberries, tomatoes,
cucumber, peppers.

