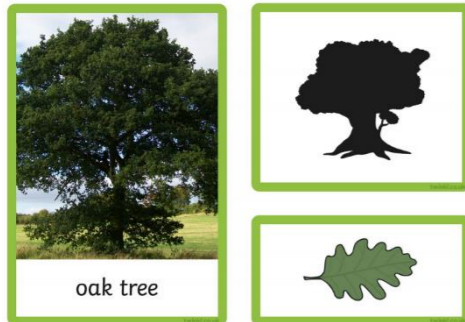


# Year 1 – Summer 2 – Plants

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



oak tree

### Are all plants green?

I can sort plants based on their physical features.

**Pose:** Are all plants green?

**Plan (adult led):**

We are going to look at a range of plants and identify their characteristics. E.g. thin stem, tall, fruits. We are then going to compare them and create a carol diagram. Use masking tape to create an outline in the middle of the classroom.

**Pick (adult led):** Agree together the criteria for today's sorting. E.g. green and flowering plants.

**Predict:** Are all plants green? (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 complete a carol diagram using pictures of plants.

**Provide (adult led):** Are all plants green? Do more plants flower?

The large carol diagram can be repeated using different criteria.

### Do taller plants grow from bigger seeds?

I can compare the size of seeds and plants.

**Pose:** Do taller plants grow from bigger seeds?

**Plan (adult led):**

Children are going to measure the height of some plants in our school garden using non-standard units and compare the size of their seeds ordering them from smallest to biggest. We then need to be able to match the seed to the flower.

**Pick (adult led):** Are we going to change our measuring tool? Are we going to change the flower? Are we going to change the seed?

**Predict:** Do you think taller plants grow from bigger seeds? (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:** When they have completed their measurements, ask the children to come back together and record their data (complete in 2

### I can identify evergreen and deciduous trees.

**Pose:** Which tree has the biggest leaves? Is it an evergreen tree or a deciduous tree?

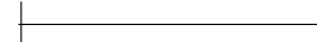
**Plan (adult led):**

We are going to collect a range of leaves from the trees around our school. We then need to measure the leaves using non-standard units and then match the leaf to the type of tree identifying if it is evergreen or deciduous using a classification tree.

**Pick (adult led):** Are we going to change our measuring tool? Are we going to change the leaf? Are we changing the tree?

**Predict:** Which tree has the biggest leaves? Show children some pictures of trees. They place a post it note on the tree they think has the biggest leaves. Encourage children to explain their reasoning.

**Present:** Back in the classroom, children measure their leaves, writing the measurement on the leaf with a marker pen. They then identify the leaves of evergreen trees and place them in order from smallest to biggest and repeat for leaves off deciduous trees.



**Provide (adult led):** Which tree has the biggest leaves?

Which tree has the biggest leaves?

### How does my tree change overtime?

I can observe how my tree changes overtime.

What do we already know about trees? How long do they take to grow? Children choose a tree from around school and label it as 'their' tree. This is their tree and they are to watch it over the years to see how it changes. They will create an 'All About My Tree' sheet applying knowledge from previous learning. They have to write the name of their tree, identify if it is evergreen or deciduous, glue a fallen leaf next to it, write a list of minibeasts living around it and complete a bark rubbing. They will also include measurements about how tall and wide their tree is. This can then be laminated and pinned to their tree.

### My street tree

### NC Working Scientifically

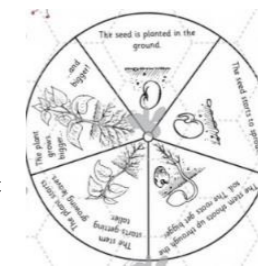
- Asking simple questions and recognising that they can be answered in different ways
- Observing closely using simple equipment
- Performing simple tests identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering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

### How do plants change?

I can show how plants grow and change.

Children look at their mini gardens and the flowers that have grown in them. Show children a time lapse video of how their plants have grown in their mini gardens. Look at children's observations over time. How did they change and grow? What are the different stages in the life cycle of a plant?

Children create a seed story wheel to show how their plant has changed and how it has grown.



I can observe signs of Summer.

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

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 Summer: 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, Winter and Spring?
- Clothing – Provide children with an outline of a person and they have to dress the person ready for Summer. How/why are the clothes different to Autumn, Winter and Spring?
- Activities – children carry out different activities that we only do in Summer: Have a bbq with a paddling pool, eat ice cream and build a sandcastle. How are these different to Autumn, Winter and Spring?
- Seasonal food – children taste and name different seasonal fruits and vegetables: cherries, raspberries, cauliflower.

What is the world around us like in Summer?



# Year 1 – Summer 2 – Plants

sections – 1. Height of flower in a table, 2.  
Seeds glued in book to show order of size).  
**Provide (adult led):** Which is the tallest flower?  
Which is the biggest seed? Which is the shortest  
flower? Which is the smallest seed?

