

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

<p>Subject: Science                      Year: KS1 year B – Plants (basic structure)</p> <p>NC/PoS:</p> <ul style="list-style-type: none"><li>• identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li><li>• identify and describe the basic structure of a variety of common flowering plants, including trees.</li></ul> <p>N.B. children use magnifying glasses when observing plants outside</p>
<p>Prior Learning (what pupils already know and can do)</p> <p>Know the year is split into seasons and name them. That during the year a plant's growth changes</p>
<p>End Goals (what pupils MUST know and remember)</p> <ul style="list-style-type: none"><li>• Know flowering plants, consist of leaves, flowers (blossom on trees), petal, roots, bulb or seed, trunk, or stem</li><li>• Know wild plants, grow without human intervention, and garden plants are grown by human intervention</li><li>• Know the wildflowers – dandelion, forget-me-not, thistles, daisy, poppy</li><li>• Know the garden flowers – rose, fuchsia, geranium</li><li>• Name deciduous trees – ash, oak, beech, silver birch, alder</li><li>• Know deciduous trees shed their leaves in winter to conserve energy</li><li>• Know evergreen trees, keep their leaves throughout the year</li><li>• Name evergreen trees pine, spruce, cedar</li></ul>
<p>Key Vocabulary: differences, similarities, wild, leaves, shape, compare, stem, flower, roots, leaves, petals, blossom, trunk, deciduous, evergreen, holly, ash, oak, beech, silver birch, alder, pine, spruce, cedar, wild, nettle, dandelion, forget-me-not, cornflower, buttercup, daisy, garden, lavender, rose, fuchsia, geranium</p>
<p>Session 1: review prior learning What are seasons? Name them. Discuss the plants children have met before.</p> <p>Watch careers: <a href="https://www.youtube.com/watch?v=VaK9pgORWkc">https://www.youtube.com/watch?v=VaK9pgORWkc</a></p> <p>In preparation for the next few sessions plant some beans in a clear container (one with soil and the other with white paper towels to see the roots etc.)</p> <p>It can be done in a sandwich bag taped to the window!</p> <p>Keep checking to see the roots appear etc. Could keep a class record.</p> <p>N.B. wash hands after touching compost</p>
<p>Session 2: Recap: Name the seasons and how plant growth changes during the year</p> <p>Children learn flowering plants, consist of leaves, flowers (or blossom on trees), petal, roots, bulb or seed, trunk, or stem</p> <p><u>LO: to observe and describe the structure of a plant</u></p> <p>Use YPTE (Young People s Trust for the Environment) power point for images of different roots, stems etc</p> <p>Look at the beans in the containers. What can they see?</p> <p>Draw and label two plants (include a tree for blossom). Show roots from other potted plants so children can see the differences</p> <p>Vocabulary: stem, flower, roots, leaves, petals, blossom, trunk</p>

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Session 3: Recap: what is the structure of a plant?

Children learn wild plants, grow without human intervention, and garden plants are grown by human intervention

LO: to observe plants in the local environment

- Go outside looking for wild plants grown in school allotment, edge of school field and in forest - pull up weeds to look at roots to compare them.
- Has an identity sheet for wild plants – where were they found?
- Collect leaves and compare – what are their shapes? How are they similar and different?
- Which plants have flowers? How are they similar and different?

Vocabulary: differences, similarities, wild, leaves, shape, compare

Session 4: where are plants found in our school environment?

Children learn the name of deciduous trees – ash, oak, beech, silver birch, alder and that deciduous trees shed their leaves in winter to conserve energy. Evergreen trees, keep their leaves throughout the year and examples are pine, spruce, cedar

LO: Comparing types of trees

Watch <https://www.youtube.com/watch?v=jFVOI9Duj8M> deciduous and evergreen trees

Why do some trees lose their leaves?

Explore local environment and take photographs. Name the trees, use tree spotter guide. Sort into deciduous and evergreen

Vocabulary: deciduous, evergreen, holly, ash, oak, beech, silver birch, alder, pine, spruce, cedar

Session 5: Name some deciduous trees and those that are evergreen

Children learn to identify the following wildflowers – dandelion, forget-me-not, thistles, daisy, poppy

To identify and observe wild plants in the environment

Watch <https://www.youtube.com/watch?v=37PPYxDVgMw> up to 4.40

With an identification sheet children locate wildflowers in the grounds

Vocabulary: wild, nettle, dandelion, forget-me-not, cornflower, buttercup, daisy

Session 6: Name some common British wildflowers

Children learn to identify garden flowers – rose, fuchsia, geranium, lavender

Lo: To identify common garden plants

Garden plant – grows in a garden and has human intervention

Watch <https://www.youtube.com/watch?v=jFVOI9Duj8M> from 4.40

Vocabulary: garden, lavender, rose, fuchsia, geranium

Link to career:

<https://www.youtube.com/watch?v=VaK9pgORWkc>

Plant pathologist

Floriculturist

horticulturist

plant geneticist

forestry consultant

Scientists who have helped develop understanding in this field:

Alexander von Humboldt <https://www.youtube.com/watch?v=EzakQuKqBeQ>

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