

YEAR 1 PLANTS PLANNING

Class:

Term:

Subject: Science

Unit: Plants

<p>Differentiation and support (Detailed differentiation in weekly plans.)</p> <p>SEN: Support from more able peers. Additional adult support. Give worksheets, rather than needing to work in books</p> <p>GT: Support less able peers. Less adult support. Expect them to work in books, rather than on worksheets. Encourage to get on to extension activities.</p>	<p>English: new vocabulary, explaining their work, describing images and processes</p> <p>Maths: sorting activities and comparative language</p> <p>ICT: learning from activities and videos on IWB</p> <p>PSHCE: learning how to look after plants and to respect nature</p>
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W	Learning objective	Teaching activities	Resources	Assessment: Success Criteria
1	<p>To know the difference between a seed and a bulb</p> <p>To learn how to plant seeds and bulbs</p> <p>(complete in small groups throughout the day)</p>	<p>Intro: Ask children what things they think plants need to grow strong and healthy Watch the video from https://www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/zxxsyrd (if the link does not work, Google 'BBC Bitesize what does a plant need to grow')</p> <p>Show children some seeds and some bulbs and explain that a bulb has a store of food for the plant when it begins to grow Tell children that they will be going in small groups to plant some seeds and some bulbs (Free seeds available at https://www.growseed.co.uk/seeds-for-schools.html and gardening advice available at https://www.rhs.org.uk/get-involved/schools and http://www.bbc.co.uk/gardening/gardening_with_children/plantstotry_easy1.shtml)</p> <p>Main: Children to plant seeds and bulbs where possible in school (or in an allotment if necessary and available) Emphasise that they should not put their fingers in their mouths or noses when their hands have been in the soil Children to draw what they did and write short sentences about it on a worksheet</p> <p>Plenary: Ask children what they enjoyed and did not enjoy about planting the seeds and bulbs Revise what we need to do to the plants to help them to grow Complete the quiz at https://www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/zxxsyrd (if the link does not work, Google 'BBC Bitesize what does a plant need to grow')</p>	<p>Seeds</p> <p>Bulbs</p> <p>Trowels</p> <p>Gloves?</p> <p>Place to plant the seeds and bulbs</p> <p>Extra adult to take children in small groups</p> <p>Worksheets</p>	<p>MUST: understand that plants begin life as seeds or bulbs</p> <p>SHOULD: follow the adult's instructions on how to plant the seeds and bulbs</p> <p>COULD: draw detailed pictures and give detailed descriptions of what they did</p>

2	<p>To identify and label the parts of a flower and the parts of a tree</p> <p>(40 mins)</p>	<p>Intro: Show children the plants and the tree in their pots Explain that flowers and trees are types of plants Ask them what they think they will see when I remove the plant and the tree from the soil Point to each part of the tree and the flowering plant (roots, branch, leaf, trunk, stem, petal) and ask the children to think, pair, share what they think the part is called Show children the labels and read them together Have a child come and attach a label to each part of the tree and the flower Display the tree and the flower so that all children can see them, and the labels attached to them, during the lesson Explain what a diagram is and how we often use them in science Explain independent work</p> <p>Main: Children to label the parts of a flower and a tree on diagrams of them (roots, branch, leaf, trunk, stem, petal) Extension: Watch the video at https://www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/z3wpsbk (if the link does not work, Google 'BBC Bitesize KS1 What are the parts of a plant') Children to add information from the video and / or look up the parts of the plants in the glossary of non-fiction books on plants / flowers / trees and see if they can find out some information about each part of the plant / tree or in picture dictionaries</p> <p>Plenary: Ask children who got on to the extension to share some of what they found out about the different parts of plants and the trees Complete the quiz on the parts of a plant as a class on the IWB at https://www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/z3wpsbk (if the link does not work, Google 'BBC Bitesize KS1 What are the parts of a plant') – scroll down to see the quiz)</p>	<p>Links for plenary open and ready</p> <p>Small tree e.g. bonsai tree and potted plant with a flower</p> <p>Non-fiction books on plants / trees/ flowers and / or picture dictionaries</p>	<p>MUST: correctly identify and label <i>some</i> of the parts of a plant and a tree</p> <p>SHOULD: as above, but identify and label <i>all</i> of the parts correctly</p> <p>COULD: find out more about each part of the plants</p>
3	<p>To be able to name a range of fruits and vegetables</p> <p>To be able to classify fruits and vegetables</p> <p>(40 mins)</p>	<p>Intro: Ask children to think, pair, share the names of as many fruits as they can, and listen to their suggestions Ask children to think, pair, share the names of as many vegetables as they can, and listen to their suggestions Ask children to explain where fruit and vegetables come from Explain that they all grow as part of plants Ask children if they think they can explain the difference between fruits and vegetables Cut open a range of fruit and vegetables, sorting them into fruits and vegetables, <i>without telling the children how we tell if each item is a fruit or a vegetable</i> Ask them to look at the insides of the fruits and the insides of the vegetables and see if they notice any difference between them (hopefully they should notice that the fruits all have seeds, whereas the vegetables do not) Explain that the reason a plant produces fruit is to spread its seeds so that it can reproduce</p>	<p>Knife</p> <p>Plates</p> <p>Melon, potato, apple, orange, broccoli, celery, cabbage and tomato (or a couple of these where needed)</p> <p>Scissors</p>	<p>MUST: understand the difference between fruits and vegetables and classify some items correctly as being fruit or vegetables</p> <p>SHOULD: as above, but classify <i>all</i> of the items correctly</p> <p>COULD: add some</p>

	<p>Explain that the reason a plant produces vegetables depends on the plant e.g. a lettuce is leaves for photosynthesis, potatoes are a way for a potato plant to store food and rhubarb and celery are the stems of plants</p> <p>Watch video on growing fruit and vegetables in an allotment at https://www.bbc.co.uk/programmes/p0111kh0 (if the link does not work, Google 'BBC clips a visit to the allotment')</p> <p>Main: Leave a quarter / slice of each fruit / vegetable in the middle of each table, so that children can look to see if they have seeds or not Emphasise to children that they should not be touching the fruit and vegetables, just looking at them, otherwise they will get juice on their work and we will not be able to eat any them at the end Children to classify each item into groups of fruits or vegetables Lower ability: Cut and stick on to a worksheet Higher ability: Cut and stick into their books Extension: Children to add some of their own examples. Leave Google images open on the computer/s (with 'safe search' on). If children need to use Google images to check if the item has seeds or not, let them type its name in and search for it. (Leave IWB off, otherwise others will get distracted by it)</p> <p>Plenary: Ask children to name some other fruits and vegetables Ask them to vote on whether they think each one will be a fruit or a vegetable Look each fruit or vegetable that they suggest up on Google images to see if it has seeds inside or not, and therefore if it is a fruit or a vegetable Give children the fruit and vegetables that they want to eat</p>	<p>Glue Worksheets</p>	<p>of their own examples of fruits and vegetables, researching this in Google images if necessary</p>
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To access the complete version of this [Year 1 Plants planning](http://www.saveteacherssundays.com/science/year-1/380/), and all of the resources to go with it, visit

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