

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Science	Year: KS1 year B
NC/PoS: <ul style="list-style-type: none">• identify and name a variety of common wild and garden plants, including deciduous and evergreen trees• identify and describe the basic structure of a variety of common flowering plants, including trees.	
N.B. children use magnifying glasses when observing plants outside	
Prior Learning (what pupils already know and can do) Know the year is split into seasons and name them. That during the year a plants growth changes	
End Goals (what pupils MUST know and remember) To know flowering plants consist of leaves, flowers (blossom), petal, roots, bulb or seed, trunk or stem To know wild plants grow without human intervention and garden plants are grown by human intervention To name wildflowers – dandelion, forget-me-not, cornflower To name garden flowers – rose, fuchsia, geranium To name deciduous trees – ash, oak, beech, silver birch, alder To know deciduous trees shed their leaves in winter to conserve energy To know evergreen trees keep its leaves throughout the year To name evergreen trees pine, spruce, cedar	
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	
Session 1: review prior learning What are seasons? Name them. Discuss the plants children have met before. Watch careers: https://www.youtube.com/watch?v=VaK9pgORWkc 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.) It can be done in a sandwich bag taped to the window! Keep checking to see the roots appear etc. Could keep a class record. N.B. wash hands after touching compost	
Session 2: <u>LO: to observe and describe the structure of a plant</u> Use YPTE power point for images of different roots, stems etc Look at the beans in the containers. What can they see? Draw and label two plants (include a tree for blossom) .Show roots from other potted plants so children can see the differences Vocabulary: stem, flower, roots, leaves, petals, blossom, trunk	
Session 3: <u>LO: to observe plants in the local environment</u> <ul style="list-style-type: none">• Go outside looking for wild plants grown in school allotment, pull up weeds to look at roots to compare them.• Have 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	

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Session 4:

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:

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 wild flowers in the grounds

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

Session 6:

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>