

BIOLOGY

YEAR 1 and 2: SUMMER 1

What are the names of the different parts of plants and how do seeds grow?

COVERAGE: What are the names of the different parts of plants and how do seeds grow?

Pupils who are secure will be able to:

- Identify plants and their features.
- Recall some of the roles that flowering plant parts have.
- Name some trees and their parts.
- Identify similarities and differences between deciduous and evergreen leaves.
- Recall that seeds and bulbs come from plants.
- Recognise that seeds need water for growth.

When working scientifically, pupils who are secure will be able to:

- Raise questions about plants and respond to suggestions on how to set up an investigation to answer a question.
- Use a magnifying glass to observe the different parts of flowering plants.
- Draw and label a diagram of a flowering plant.
- Use an identification chart to name flowering plants.
- Sort plants into groups based on specific criteria.
- Use non-standard units to measure leaf length.
- Recognise similarities and differences in seeds and bulbs.
- Recognise that predictions do not always match observations.
- Identify which plant parts can be eaten.
- Recognise that scientific research into plants leads to important discoveries.

KEY LANGUAGE AND VOCABULARY:

bulb

deciduous

diagram

evergreen

flower

fruit

garden plants

group

growth

leaf

measure

observe

roots

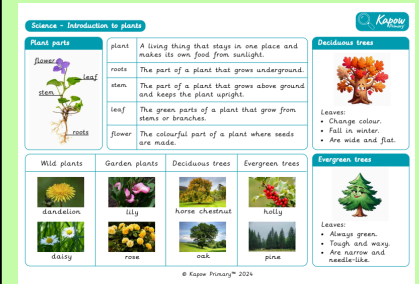
seed

stem

trunk

wild plants

KNOWLEDGE AND FACT SHEET



KEY QUESTIONS:

1. Can you name the different parts of the plant?
2. How can we investigate how a seed grows?
3. Can you name parts of a flower?
4. What is a deciduous tree?
5. What is an evergreen tree?
6. How do seeds and bulbs grow and develop?
7. Are their parts of a plant that we can eat?

KEY SKILLS AND KNOWLEDGE

Knowledge

- A variety of common plants and how they differ.
- That deciduous trees lose their leaves seasonally but evergreen trees do not.
- The basic structure, including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches and stem, of a variety of common plants, including flowering plants and trees.
- To begin to understand how plants grow and change over time.
- About famous scientists throughout history.
- About the work of modern-day scientists.
- There are spiritual, moral, social and cultural links with Science.

Skills

Posing questions

- Exploring the world around them and raising their own simple questions.
- Recognising there are different types of enquiry (ways to answer a question).
- Responding to suggestions on how to answer questions.

Planning

- With support, deciding if suggested observations are suitable.
- Ordering a simple method.

Predicting

- Suggesting what might happen, often justifying with personal experience.

Observing (qualitative data)

- Using their senses to describe, in simple terms, what they notice or what has changed.

Measuring (quantitative data)

- Using non-standard units to measure and compare.

Researching

- Gathering specific information from one simplified, specified source.

Recording (diagrams)

- Drawing and labelling simple diagrams.

Recording (tables)

- Using a prepared table to record results including:
- numbers; simple observations.

Grouping and classifying

- Grouping based on visible characteristics.
- Analysing and drawing conclusions

Using their results to answer simple questions.

- Beginning to recognise when results or observations do not match their predictions.

ENRICHMENT:

Children will be exploring the outside environment around the school and also growing their own plants from a seed.

Previous Learning:

Children will build on their knowledge of seasons and the change of weather.

Future Learning:

The children will be using their knowledge of science from the year to answer some interesting and key investigations.

School Drivers to Examine

Children will look at:

- **Care of the Environment** = how can we care for the environment by increasing our knowledge of tree and plants and how seeds / bulbs grow.