

	<p>Year group: Year 1</p>	<p>Area/topic: Plants</p>
<p>(objectives from NC/ELG/Development matters)</p> <p><b>Working scientifically:</b></p> <ul style="list-style-type: none"> <li>*Observing closely, using simple equipment.</li> <li>*Identifying and classifying.</li> <li>*Using their observations and ideas to suggest answers to questions.</li> </ul> <p><b>Plants:</b></p> <ul style="list-style-type: none"> <li>*Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees (Year 1, B1)</li> <li>*Identify and describe the basic structure of a variety of common flowering plants, including trees. (Year 1, B2)</li> <li>*Observe and describe how seeds and bulbs grow into mature plants. (Year 2, B3)</li> </ul> <p><b>Seasonal changes:</b></p> <ul style="list-style-type: none"> <li>*observe changes across the four seasons. (Year 1, E1)</li> </ul>		

Prior learning	Future learning
<ul style="list-style-type: none"> <li>*Plant seeds and care for growing plants. (Nursery - Plants)</li> <li>*Understand the key features of the life cycle of a plant and an animal. (Nursery - Plants)</li> <li>*Begin to understand the need to respect and care for the natural environment and all living things. (Nursery - Plants)</li> <li>*Explore the natural world around them. (Reception - Living things and their habitats)</li> <li>*Recognise some environments that are different to the one in which they live. (Reception - Living things and their habitats)</li> </ul>	<p><b>Plants:</b></p> <ul style="list-style-type: none"> <li>*Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees (Year 1, B1)</li> <li>*Identify and describe the basic structure of a variety of common flowering plants, including trees. (Year 1, B2)</li> <li>*Observe and describe how seeds and bulbs grow into mature plants. (Year 2, B3)</li> <li>*Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Year 2, B4)</li> </ul>
<p>Working scientifically &amp; encouraging scientific enquiry</p>	
<p><b>Observing over time</b></p> <ul style="list-style-type: none"> <li>*Observing plant growth and recording through drawing.</li> </ul> <p><b>Identifying and classifying</b></p> <ul style="list-style-type: none"> <li>*Children to identify and recognise the difference between seeds and bulbs.</li> <li>*Children to dissect plants and identify the different parts.</li> </ul>	

### Research using secondary sources

- \*Children to see and discuss images and photographs of different types of plants including flowers and trees.
- \*Children to view labelled diagrams of plants including trees and flowers.
- \*Using ID charts to support naming plants.
- \*Using images to support identifying and recognising if trees are deciduous or evergreen.

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p><b>Plants:</b></p> <ul style="list-style-type: none"> <li>*I can see and talk about how the trees and plants are changing during Autumn. (E1 &amp; B1)</li> <li>*I can use ID charts to identify and name trees and flowers I see in the local area. (B1)</li> <li>*I can record a tree through drawing or another method of recording and label with its correct name. (B1)</li> <li>*I can look at leaves and explain if they are from an evergreen tree or a deciduous tree and how I know by describing the shape and look of the leaves. (B1)</li> <li>*I can identify and verbally name a tree trunk, branches, leaves, roots and bark. (B2)</li> <li>*I can dissect a plant and verbally name the roots, stem, leaves and petals. (B2)</li> <li>*I can compare plants and recognise that the parts of a plant do not always look the same. (B2)</li> <li>*I can identify and name a bulb and a seed, recognising similarities and differences. (B3)</li> <li>*I can plant a seed and watch it grow by drawing what I see over a period of time. (B3)</li> <li>*I can compare the growth of my plant to others that have been planted at the same time. (B3)</li> </ul>	<p>There will be evidence of children meeting the 'I can' statements through:</p> <ul style="list-style-type: none"> <li>*Quotes taken from discussions.</li> <li>*Children can correctly use the key vocabulary during lessons.</li> <li>*Adults scribing to evidence children's understanding.</li> <li>*Children recording through drawing.</li> <li>*Photographs of children's learning.</li> <li>*Children completing, sorting, grouping and classifying activities.</li> </ul>
Key vocabulary	
<p>Common, wild, garden, roots, stem, stalk, bud, petals, fruit, berry, flower, seed, bulb, trunk, branch, leaves, bark, herbaceous plants, fern, moss, herb, deciduous, evergreen Names of trees, garden and wild flowering plants in the local area.</p>	
Common misconceptions	Books linking to this area
<ul style="list-style-type: none"> <li>*Children may see plants as only being flowering plants that grow in pots with colourful petals and a stem.</li> <li>*Children may not recognise that trees are a plant.</li> <li>*Children may think all leaves and stems are green.</li> <li>*Children may not understand that a trunk is a stem.</li> <li>*Children may not recognise that blossom is a flower.</li> </ul>	<ul style="list-style-type: none"> <li>*Leaf man by Lois Ehlert</li> <li>*Jaspers beanstalk by Nick Butterworth</li> <li>*Look what I found in the woods by Moira Butterfield</li> <li>*Eco Girl by Ken Wilson-Max</li> <li>*The extraordinary gardener by Sam Boughton</li> <li>*It starts with a seed by Laura Knowles and Jennie Webber</li> <li>*The tree book</li> <li>*Ten seeds by Ruth Brown</li> </ul>

<p><i>Memorable first hand experiences</i></p> <ul style="list-style-type: none"> <li>*Completing a local walk to identify and classify trees, plants, leaves etc.</li> <li>*Dissecting and observing plants using equipment.</li> <li>*Planting seeds and observing growth.</li> <li>*Collecting fallen items from trees such as leaves, fruit, nuts etc.</li> </ul>	<p><i>Opportunities for communication</i></p> <ul style="list-style-type: none"> <li>*Children to be given opportunities for communication with partners, groups and whole class to discuss as completing practical activities and also to share findings.</li> <li>*Children to be provided with lots of opportunities to be outside observing plants and encouraged to discuss and describe what they see.</li> <li>*Through the use of Explorify.</li> </ul>

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Reasonable adjustments for pupils with SEND

### Communication and Interaction

- \*Visual aids, pictures of equipment with words labelled, word mats with pictures for key words in that lesson.
- \*Freedom to explore scientific equipment and investigate in own way.
- \*Hands on experiences to encourage communication and interaction with others.
- \*Pre teaching any new vocabulary.

### Cognition and Learning

- \*Opportunity for lots of hands on exploration and verbally sharing thoughts and ideas.
- \*Freedom to explore scientific equipment and processes.
- \*Pre teaching new vocabulary or concepts.
- \*Activities adapted if needed for safety and ease.
- \*Visual aids, pictures of equipment, mats with key words and pictures
- \*Learning recorded through photos and adult quotes, children not expected to write for recording their understanding.
- \*Using working walls to aid learning and remind of previous learning.

### Social, Emotional and Mental health

- \*Awareness of individual needs, any potential triggers within the curriculum and the child's background.
- \*Pre prepare children for any activity they could find triggering or difficult in some way.
- \*Practical activities or experiments to be completed within a smaller group or 1:1 if needed.
- \*If the class are sharing their learning within a large group, take the child in a smaller focus group if they struggle with social situations.
- \*Adjustments made where needed to suit individual.

### Sensory and Physical

- \*Adult support with any practical activities.
- \*Awareness of the individual's likes or dislikes and their own reactions to sensory activities.
- \*If a child enjoys sensory activities, then plan for this wherever possible within the lesson.