

Together, We Flourish

Kindness • Respect • Perseverance • Curiosity • Hope • Community



Year 1 Summer 1 – Science Medium-Term Plan Plants

Enquiry question: How can scientific evidence help us explain identify common plants and trees, name their basic parts and observe how seeds or bulbs grow?

End-of-unit outcome Identify common plants and trees, name their basic parts and observe how seeds or bulbs grow.



Schema focus

What we already know, remember and can do EYFS: noticing plant growth and naming familiar natural features.

This prepares pupils for Year 2: test what plants need to grow and remain healthy.

Topic overview / rationale

Identify common plants and trees, name their basic parts and observe how seeds or bulbs grow. **The sequence deliberately moves through** Making Observations; Parts of a Plant; Garden and Wild Plants; Terrific Trees; Fruit and Vegetable Plants; Comparing Plants. Lessons combine explicit teaching, carefully chosen practical work and explanation so that activity always serves the scientific idea.

Key learning and agreed 'I know' end points

- I know that seeds and bulbs grow into plants and that plants can be compared as they change.
- I know that water and light help plants to grow and remain healthy.
- I know that flowering plants and trees have basic parts, including roots, stems or trunks, leaves and flowers.

Working scientifically

- I know how to observe closely, use simple equipment, perform a simple test and identify or classify.
- I know how to gather and record observations using labelled diagrams or simple tables.
- I know how to use my observations to suggest an answer and share what I found.

Key vocabulary for this topic

Teach, display and revisit plant, root, stem, trunk, leaf, flower, fruit, seed, bulb, deciduous, evergreen

Christ Church values and spirituality links Curiosity and awe in the natural world; respect for evidence and different viewpoints; stewardship when considering living things, materials and the environment; perseverance when results are unexpected.

Inclusion and adaptive teaching Preteach vocabulary with real objects, photographs and gestures. Model each practical step and the expected scientific sentence. Use mixed-attainment talk, sentence stems, labelled diagrams and accessible recording choices. Reduce writing load where needed without reducing the scientific thinking or vocabulary.

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Year 1 Summer 1 – Science: Plants

Lesson / schema	Learning intention / activity	'I know' statements – what will be known and remembered	Revisited vocabulary	New vocabulary	Adaptations / inclusion	Deeper thinking
1  	Making Observations Learning intention: To describe and compare plants, seeds and bulbs. Key learning and activity: Make a careful drawing and label what is seen. Outcome / evidence: Make a careful drawing and label what is seen.	- I know that plants can be observed closely and described using their visible features. - I know the names of different plants, seeds and bulbs. - I know how to observe and compare plants. - I know how to ask questions about seeds and bulbs.	- plant - root - stem - trunk - leaf	- seeds - bulbs - plants - planting - grow - soil - pots - observations	- Preteach and display the key vocabulary using photographs, objects and a word mat. - Model the practical method and provide a labelled diagram, sentence stem or oral recording option. - Keep the same scientific idea and 'I know' end point; adapt access and recording.	<i>Children discuss Reasoning Cards Making Observations . What evidence supports this explanation?</i>
2  	Parts of a Plant Learning intention: To name and compare the parts of plants. Key learning and activity: Identify and label the parts of real plants. Outcome / evidence: Identify and label the parts of real plants.	- I know that flowering plants have roots, a stem, leaves and flowers. - I know the names of the parts of a plant. - I know how to find each part on a plant. - I know how to say what is similar and different when comparing parts of plants.	- plant - root - trunk - leaf - flower	- roots - stem - leaves - flowers - petals - fruit - seed - bulb	- Preteach and display the key vocabulary using photographs, objects and a word mat. - Model the practical method and provide a labelled diagram, sentence stem or oral recording option. - Keep the same scientific idea and 'I know' end point; adapt access and recording.	<i>Children discuss Reasoning Cards: Parts of a Plant . What evidence supports this explanation?</i>

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Year 1 Summer 1 – Science: Plants

Lesson / schema	Learning intention / activity	'I know' statements – what will be known and remembered	Revisited vocabulary	New vocabulary	Adaptations / inclusion	Deeper thinking
3  	Garden and Wild Plants Learning intention: To identify and name some common garden and wild plants. Key learning and activity: Identify plants using photographs or a simple guide. Outcome / evidence: Identify plants using photographs or a simple guide.	- I know the names of several common garden plants and wild plants. - I know the names of some garden plants. - I know the names of some wild plants. - I know how to use a key to find out the names of plants.	- plant - root - stem - trunk - leaf	- garden plants - wild plants - weeds - daisy - dandelion - buttercup - nettles - rose	- Preteach and display the key vocabulary using photographs, objects and a word mat. - Model the practical method and provide a labelled diagram, sentence stem or oral recording option. - Keep the same scientific idea and 'I know' end point; adapt access and recording.	<i>Children discuss Reasoning Cards: Going on a Plant Hunt . What evidence supports this explanation?</i>
4   	Terrific Trees Learning intention: To identify and name some common trees. Key learning and activity: Observe, identify and compare local trees. Outcome / evidence: Observe, identify and compare local trees.	- I know that trees have roots, a trunk, branches and leaves, and can be deciduous or evergreen. - I know how to say what an evergreen tree is and what a deciduous tree is. - I know the names of and identify some evergreen trees. - I know the names of and identify some deciduous trees.	- plant - root - stem - trunk - leaf	- tree - roots - leaves - fruit - deciduous - evergreen - nuts - cones	- Preteach and display the key vocabulary using photographs, objects and a word mat. - Model the practical method and provide a labelled diagram, sentence stem or oral recording option. - Keep the same scientific idea and 'I know' end point; adapt access and recording.	<i>Children discuss Reasoning Cards: Trees . What evidence supports this explanation?</i>

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Year 1 Summer 1 – Science: Plants

Lesson / schema	Learning intention / activity	'I know' statements – what will be known and remembered	Revisited vocabulary	New vocabulary	Adaptations / inclusion	Deeper thinking
5  	Fruit and Vegetable Plants Learning intention: To name, sort and compare some common fruit and vegetable plants. Key learning and activity: Match foods to plants and identify the plant part. Outcome / evidence: Match foods to plants and identify the plant part.	- I know that fruits and vegetables come from different parts of plants. - I know the names of some fruit plants. - I know the names of some vegetable plants. - I know how to say how the plants are similar and how they are different.	- plant - trunk - leaf - seed - bulb	- root - stem - fruit - vegetables - leaves - flower - seeds - sort	- Preteach and display the key vocabulary using photographs, objects and a word mat. - Model the practical method and provide a labelled diagram, sentence stem or oral recording option. - Keep the same scientific idea and 'I know' end point; adapt access and recording.	<i>Children discuss Reasoning Cards: Fruit and Vegetable Plants . What evidence supports this explanation?</i>
6   	Comparing Plants Learning intention: To name and compare some common plants and trees. Key learning and activity: Compare two plants and present similarities and differences. Outcome / evidence: Compare two plants and present similarities and differences.	- I know that plants share basic parts but differ in size, shape, colour and how they change. - I know how to identify (name) some plants and trees. - I know how to say how the plants and trees are similar. - I know how to say how the plants and trees are different.	stem	- plant - wild plant - weed - garden plant - deciduous - evergreen - roots - stem	- Preteach and display the key vocabulary using photographs, objects and a word mat. - Model the practical method and provide a labelled diagram, sentence stem or oral recording option. - Keep the same scientific idea and 'I know' end point; adapt access and recording.	<i>Children discuss Reasoning Cards: Comparing Plants . What evidence supports this explanation?</i>