



Medium Term Planning for Science-Plants YEAR 2

National Curriculum Objectives		Vocabulary for this unit	Key Concepts
<p><i>Observe and describe how seeds and bulbs grow into mature plants</i> <i>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</i> <u>Weaving K.S.U. breakdown for –Plants</u> •Can they describe what plants need to survive? •Can they observe and describe how seeds and bulbs grow into mature plants? •Can they find out & describe how plants need water, light and a suitable temperature to grow and stay healthy?</p>		<p>plant root bud fruit germinate bulb life minerals pips Spring daffodils snowdrops dandelion daisy observe measure elongated temperature Stigma, petals, ovary, ovule, filament, anther, pollen, sepal</p>	<p>Life Matter Habitation Being Scientific</p>
Key questions		Weaving Knowledge and Skills	
<p>Can you name the different parts of a plant? Can you name any parts of the flower? what are the 4 conditions we planted our seeds in? what did we keep the same? Can you name some fruit seeds that we have looked at? veg seeds? flowers? bulbs? what different parts of a plant do we eat? what part is carrot? cauliflower? onion? apple? What is the 5 stages of a bean germination and growth?</p>		<p>Observing Closely *Can they use see, touch, smell, hear or taste to help them answer questions? *Can they use some science words to describe what they have seen and measured? *Can they compare several things? Challenging-*Can they suggest ways of finding out through listening, hearing, smelling, touching and tasting? Identifying and Classifying *Can they organize things into groups? *Can they find simple patterns? (or associations)? *Can they identify something by a specific criteria? Challenging-*Can they suggest more than one way of grouping and explain their reasons? Recording Findings *Can they use text, diagrams, pictures, charts, labels to record their observations? Challenging-*Can they use information from books and on-line to find things out? Performing Tests *Can they carry out a simple fair test? *Can they explain why it might not be fair to compare two things? *Can they say whether things happened as they expected? *Can they suggest how to find things out? *Can they use prompts to find things out? Challenging-*Can they say whether things happened as they expected and if not, why not?</p>	
Session	LO	Teaching input	Independent/Application
			SLC opportunities

1	<p>I can look closely at plants and trees and record what I see. I can name and label the different parts of a plant and the flower I can describe or identify what different parts of the plant play in its survival</p> <p>Observe closely Identify and classify</p>	<p>WEEK 1, SESSION 1-observing and labelling plants Share the power point with the children. Can they name the common plants that they can see? Go through the various plants/trees/ wild flowers and see if the children can identify them. Sit the children in a circle and place the parts of the plant (cut into pieces) in the Centre. Can they put them back together? Repeat with the parts of the tree.</p> <p>Teach the children about the different parts of a flower. This will be new learning building on last year.</p>	<p>LO: I am learning to: 1. Name the main parts of a plant. 2. Explain that plants are living things. 3. Begin to talk about the uses of plants.</p> <p>Activity : Independent activity: Using a plain page in their book, draw a careful diagram of a plant and label it (use the real plants to draw their diagram) Extension: To match the part of the plant to its job To label the different parts of a flower</p>	<p>listen and respond appropriately to adults and their peers >ask relevant questions to extend their understanding and knowledge >use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>
2	<p>I am learning to identify what different seeds and bulbs look like I can describe their features I am learning the different parts of the bulb</p>	<p>Session 2- Observing seeds and bulbs Show the children the power point. Explain the the seed is the first part of the life cycle of the plant, like a bean or a bulb. Discuss the term termination. Repeat the discussion but about bulbs. Complete the seed or bulb quiz</p>	<p>LO: I am learning to: 1. Identify the parts of a bulb. 2. Understand that seeds come in all shapes and sizes. 3. Identify some seeds that we eat. 4. Make a careful observational drawing of seeds/bulbs.</p> <p>Activity Children use magnifying glasses/hand lenses to look carefully at seeds/bulbs and draw using sketching pencils. Remind them to use dark and light pencil strokes & how they can smudge a pencil mark for effect.</p>	<p>listen and respond appropriately to adults and their peers >ask relevant questions to extend their understanding and knowledge >use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>
3	<p>I am learning to name and identify plants that we can eat I am learning what parts of different plants we can eat</p>	<p>Session 3-plant that we can eat and their different parts Recap over the name of seeds and bulb flowering plants that we learnt last lesson. Can anyone name plants we eat? Share the power point. Did you know we eat different parts of the plant? Share the power point As a class sort the pictures of the plants into the correct part that it is.</p>	<p>LO: I am learning to 1. identify plants we eat 2. name the part of the plant that we eat</p> <p>Activity Children to cut out the pictures of the plant and sort it into the correct part of the plant that it is Task 2- sort the flowers to look at and flowers to eat into two groups</p>	<p>listen and respond appropriately to adults and their peers >ask relevant questions to extend their understanding and knowledge >use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>
4	<p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy Observe and describe how seeds and bulbs grow into mature plants</p>	<p>SESSION 4- Planting seeds and bulbs Each child will plant own seed - bean and bulb in own pots over the day and as a class we will plant seeds in different conditions. Make predictions about the best and</p>	<p>LO: I am learning to: 1. Talk about what seeds need to germinate. 2. Predict what plants need to grow healthily. 3. Understand when a test is unfair.</p>	<p>listen and respond appropriately to adults and their peers >ask relevant questions to extend their understanding and knowledge</p>

		worst condition and why? How do we know the seed and plant is alive? What should we expect to see? Children will look after their seeds and the growing seedlings over the next few weeks, making notes (including the date) each time they see a change, i.e. like a simple diary (<i>session resources</i>)..	<u>Activity</u> : Record on observation sheet (<i>session resources</i>). - Complete the first part of their bean diary Instructions/decorate front cover/ what do plants need? When they have finished. . . ELS Books – plants	>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
5	I am learning the different stages of a sunflower and a bean I can describe what happens at each stage of a bean in its life cycle	<u>session 5- life cycles of sunflowers and beans</u> Go through the power point with the children. Remind the children of their prior learning about MRS GREN and how humans are alive, discuss ho plants are the same, they go through the same processes .Go through in detail both the sunflower and bean cycle. Model how to write about the bean cycle on the board	<u>Wilf</u> I am learning to Name the stages of the life cycle Describe and write about the different stages of the bean life cycle <u>Activity</u> To write about each stage of the bean cycle and the process it goes through SEN-to label and cut and stick the different stages	listen and respond appropriately to adults and their peers >ask relevant questions to extend their understanding and knowledge >use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
6		<u>Session 6- creative lesson</u> Children to use collage materials to create a 3D flowering plant with all the various parts. Children to make description labels for all the working parts. This reinforces learning from earlier on in the unit		listen and respond appropriately to adults and their peers >ask relevant questions to extend their understanding and knowledge >use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas