

	Assessment guidance	Key learning	Key vocabulary
Plants	Shows understanding of a concept using scientific vocabulary correctly	<p>Growing locally there will be a vast array of plants which all have specific names. These can be identified by looking at the key characteristics of the plant. Plants have common parts but they vary between the different types of plants. Some trees keep their leaves all year whilst other trees drop their leaves during autumn and grow them again during spring.</p> <p>Plants may grow from either seeds or bulbs. These then germinate and grow into seedlings which then continue to grow into mature plants. These mature plants may have flowers which then develop into seeds, berries, fruits etc. Seeds and bulbs need to be planted outside at particular times of the year and they will germinate and grow at different rates. Some plants are better suited to growing in full sun and some grow better in partial or full shade. Plants also need different amounts of water and space to grow well and stay healthy.</p>	<p>Leaf</p> <p>Flower</p> <p>Blossom</p> <p>Petal</p> <p>Fruit</p> <p>Berry</p> <p>Root</p> <p>Seed</p> <p>Trunk</p> <p>Branch</p> <p>Stem</p> <p>Bark</p> <p>Stalk</p> <p>Bud</p> <p>Evergreen</p> <p>deciduous</p> <p>light</p> <p>shade</p> <p>sun</p> <p>warm</p> <p>cool</p> <p>water</p> <p>grow</p> <p>healthy</p>
	Applying knowledge in familiar related contexts, including a range of enquiries	<p>Make close observations of leaves, seeds, flowers, seed and bulbs</p> <p>Compare two leaves, seeds, flowers etc.</p> <p>Classify leaves, seeds, flowers etc. using a range of characteristics</p> <p>Identify plants by matching them to named images</p> <p>Make observations of how plants change over a period of time</p> <p>When further afield, spot plants that are the same as those in the local area studied regularly, describing the key features that helped them</p> <p>Classify seeds and bulbs</p> <p>Research and plan when and how to plant a range of seeds and bulbs</p> <p>Look after the plants as they grow – weeding, thinning, watering etc.</p> <p>Make close observations and measurements of their plants growing from seeds and bulbs</p> <p>Make comparisons between plants as they grow</p>	

Teaching and Learning sequence – Plants – Spring 2020

Session	Key learning	Activity
1	To identify and describe the basic structure of a variety of common flowering plants by planting a bean.	Plant a bean and write instructions to describe how to plant a bean. Devise a question we could ask about plants – What do they need to grow? Do plants need sun? Do plants need water? Plant experimental beans that will have a variable missing (e.g. sun/water) Start a bean diary with a picture and short caption
2	To identify and name a variety of common wild plants	Go on a wild plant hunt, gather and record data, find out which wild plants are most common. Identify and name using pictures. Complete a bean diary with a picture, short caption of appearance and measurement of growth (if possible)
3	To identify and name a variety of common garden plants	Draw their own gardens full of common garden plants, labelling the plants they have used. Complete a bean diary with a picture, short caption of appearance and measurement of growth (if possible)
4	To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	Children collect leaves from an outside area and identify them by matching them to the photos on the Tree Hunt doc. Complete a bean diary with a picture, short caption of appearance and measurement of growth.
5	To identify and describe the basic structure of a variety of common flowering plants, including trees by making and labelling plant pictures.	Children make Plant Pictures and label with the parts of the plant. As an extension activity, children can label the plant parts with their functions with the labels provided. Complete a bean diary with a picture, short caption of appearance and measurement of growth.
6	To observe closely, using simple equipment in the context of observing the growth of bean plants. To use observations and ideas to suggest answers to questions about what plants need to grow.	Invite children to describe their bean plants and how they have grown. Reveal the experimental beans (no light and no water) and discuss reasons why they have not grown like the individual beans. Finish bean diary with a picture, short caption of appearance and measurement of final growth