Dereham Church Infant and Nursery School-Science



Year group: 1

Area/topic: Plants

(abjectives from NC/ELG/Development matters)

Working scientifically:

- *Observing closely, using simple equipment.
- *Identifying and classifying.
- *Using their observations and ideas to suggest answers to questions.

Plants:

- *Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees (Year 1, B1)
- *Identify and describe the basic structure of a variety of common flowering plants, including trees. (Year 1, B2)
- *Observe and describe how seeds and bulbs grow into mature plants. (Year 2, B3)

Seasonal changes:

*observe changes across the four seasons. (Year I, EI)

Prior learning	Future learning	
*Plant seeds and care for growing plants. (Nursery - Plants) *Understand the key features of the life cycle of a plant and an animal. (Nursery - Plants) *Begin to understand the need to respect and care for the natural environment and all living things. (Nursery - Plants) *Explore the natural world around them. (Reception - Living things and their habitats) *Recognise some environments that are different to the one in which they live. (Reception - Living things and their habitats)	Plants: *Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees (Year I, BI) *Identify and describe the basic structure of a variety of common flowering plants, including trees. (Year I, B2) *Observe and describe how seeds and bulbs grow into mature plants. (Year 2, B3) *Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Year 2, B4)	
Working scientifically & encouraging scientific enquiry		

Observing over time

*Observing plant growth and recording through drawing.

Identifying and classifying

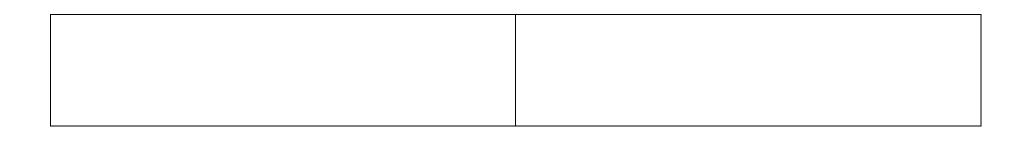
- *Children to identify and recognise the difference between seeds and bulbs.
- *Children to dissect plants and identify the different parts.

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	
Plants: *I can see and talk about how the trees and plants are changing during Autumn. (EI & BI) *I can use ID charts to identify and name trees and flowers I see in the local area. (BI) *I can record a tree through drawing or another method of recording and label with its correct name. (BI) *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. (BI) *I can identify and verbally name a tree trunk, branches, leaves, roots and bark. (B2) *I can dissect a plant and verbally name the roots, stem, leaves and petals. (B2) *I can compare plants and recognise that the parts of a plant do not always look the same. (B2) *I can identify and name a bulb and a seed, recognising similarities and differences. (B3) *I can plant a seed and watch it grow by drawing what I see over a period of time. (B3) *I can compare the growth of my plant to others that have been planted at the same time. (B3)	There will be evidence of children meeting the 'I can' statements through: *Quotes taken from discussions. *Children can correctly use the key vocabulary during lessons. *Adults scribing to evidence children's understanding. *Children recording through drawing. *Photographs of children's learning. *Children completing sorting, grouping and classifying activities.	
Key vacabulary		
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	
*Children may see plants as only being flowering plants that	Books linking to this area *Leaf man by Lois Ehlert
grow in pots with colourful petals and a stem. *Children may not recognise that trees are a plant. *Children may think all leaves and stems are green. *Children may not understand that a trunk is a stem. *Children may not recognise that blossom is a flower.	*Jaspers beanstalk by Nick Butterworth *Look what I found in the woods by Moira Butterfield *Eco Girl by Ken Wilson-Max *The extraordinary gardener by Sam Boughton *It starts with a seed by Laura Knowles and Jennie Webber *The tree book *Ten seeds by Ruth Brown
Memorable first hand experiences	Opportunities for communication
*Completing a local walk to identify and classify trees, plants, leaves etc. *Dissecting and observing plants using equipment. *Planting seeds and observing growth. *Collecting fallen items from trees such as leaves, fruit, nuts etc.	*Children to be given opportunities for communication with partners, groups and whole class to discuss as completing practical activities and also to share findings. *Children to be provided with lots of opportunities to be outside observing plants and encouraged to discuss and describe what they see. *Through the use of Explorify.



DCINS 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.