

Leintwardine Endowed CE Primary School Learning Journey Itinerary

'Letting Our Light Shine'

SUBJECT : Science

YEAR : A

TERM : Summer 1

YEAR GROUPS : 1 / 2

Key Question: What does a plant need to thrive?

Previous Knowledge – We would expect children to already be able to:

Children have previously learned about life cycles of humans and animals and understand the pattern of birth, growth to maturity and then death.

Through looking at the change of seasons, children have been exposed to vocabulary that they will look at in more detail in this unit.

END OF UNIT OBJECTIVES

Some children will not yet have met what is expected and will show that they are **emerging** because they can:

- Begin to describe some simple features of seeds and plants, such as their colour. They begin to say how some plants are the same and some are different to one another.
- With support, can begin to identify and name the basic structure of a variety of common flowering plants.
- With support, name some deciduous and evergreen trees. They can begin to name parts of a tree.
- With support, suggest what they think a plant needs to grow and stay healthy.
- With support, can order the life cycle of a plant.
- With support, identify that happens if a plant does not get everything it needs.
- With support, find out that different plants need different amounts of water and light and different temperatures to grow and stay healthy. They begin to see that some plants are suited to their habitats.

Most children will show that they have reached the **expected** level because they can:

- Describe some of the features of plants and begin to make comparisons of different plants.
- Identify, name and begin to describe the basic structure of a variety of common flowering plants.
- Children can name a variety of deciduous and evergreen trees. They can identify and describe the basic structure of a variety of common plants.
- suggest what they think a plant needs to grow and stay healthy.
- can order the life cycle of a plant and describe what happens at each stage.
- Explain that plants need water, light and a suitable temperature to stay healthy.
- identify that happens if a plant does not get everything it needs.
- Describe how different plants need different amounts of water and light and different temperatures to grow and stay healthy. They begin to see that some plants are suited to their habitats.

Some children will have gone beyond the expected level and will show that they are **exceeding** because they can:

- Describe more detailed features of plants. They can make comparisons explaining their ideas clearly.
- Identify, name and describe the basic structure of a variety of common flowering plants.
- Identify and name a variety of deciduous and evergreen trees, describing parts of the tree and offering comparisons.
- Suggest what they think a plant needs to grow and stay healthy and begin to understand how a lack of these things can affect the plant.
- can order the life cycle of a plant and describe what happens at each stage. They can use what they know to suggest which stage a plant is at in its life cycle.
- Explain that plants, need water, light and a suitable temperature to grow and stay healthy and explain reasons why plants have or have not grown well.
- Explain what happens if a plant does not get everything it needs.
- Describe how different plants need different amounts of water and light and different temperatures to grow and stay healthy. They can explain how some plants are suited to their habitats.

ASSESSMENT OPPORTUNITIES

Throughout the unit, children will be questioned and their work will be assessed to check understanding.

ENRICHMENT OPPORTUNITIES

Helping children to remember more

SUBJECT SPECIFIC VOCABULARY

CROSS-CURRICULAR LINKS

Children will plant and then watch their own plants grow, monitoring their progress.

Seeds, bulbs, leaves, stem, roots, fruit, flowers, photosynthesis, nutrients, garden plants, wild plants, temperature, bean, germination,

weeds, trunk, bark, branches, blossom, nuts, cones, deciduous trees, evergreen trees, vegetables, water, soil, sunlight, seed dispersal, habitats, adaptation.

Links that we can make to help children make sense of what we want them to know and be able to do.

