

<p>Term: Spring 1</p> <p>Science: Y1/Y2</p>	<p>Continue focus on Winter as a season (begin signs of spring towards Term 4)</p> <p>Focus on bulbs, basic needs to grow, types of plants/trees (compare to trees in rain forest as part of geography Brazil unit)</p> <p>(Term 4 focus in more detail the Y3 plants PoS)</p>
<p>NC Objectives</p>	<p>Key Knowledge and Vocabulary</p>
<p>Y1 Seasons – Winter continued</p> <ul style="list-style-type: none"> <li>• Observe changes across the four seasons.</li> <li>• Observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p>Y1</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Y2</p> <p>Observe and describe how seeds and <b>bulbs</b> grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p><b>Seasons</b> – continued from last term, adding to ‘tree’ with weather pattern leaves, discuss Winter Solstice 21<sup>st</sup> December, look at sunset/rise times and how they are changing throughout the term.</p> <p><b>Key learning Y1 Plants PoS:</b></p> <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.</p> <p>Plants have common parts, but they vary between the different types of plants.</p> <p>Some trees keep their leaves all year while other trees drop their leaves during autumn and grow them again during spring.</p> <p><b>Possible Evidence:</b></p> <ul style="list-style-type: none"> <li>• Can name trees and other plants that they see regularly</li> <li>• Can describe some of the key features of these trees and plants e.g. the shape of the leaves, the colour of the flower/blossom</li> <li>• Can point out trees which lost their leaves and those that kept them the whole year</li> <li>• Can point to and name the parts of a plant, recognising that they are not always the same e.g. leaves and stems may not be green</li> </ul> <p><b>Key vocabulary:</b></p> <p>Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud</p> <p>Names of trees in the local area</p> <p>Names of garden and wild flowering plants in the local area</p> <p><b>Common misconceptions:</b></p> <p>Some children may think:</p> <ul style="list-style-type: none"> <li>• plants are flowering plants grown in pots with coloured petals and leaves and a stem</li> <li>• trees are not plants</li> <li>• all leaves are green</li> <li>• all stems are green</li> <li>• a trunk is not a stem</li> <li>• blossom is not a flower.</li> </ul> <p><b>Key learning Y2 PoS:</b></p> <p>Plants may grow from either seeds or <b>bulbs</b>, (focus on bulbs first, seeds towards term 4)</p> <p>These then germinate and grow into seedlings which then continue to grow into mature plants.</p> <p>These mature plants may have flowers which then develop into seeds, berries, fruits etc.</p>

Seeds and **bulbs** need to be planted outside at particular times of 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 – link into term 4 Y3 plants

Plants also need different amounts of water and space to grow well and stay healthy – link into term 4 Y3 plants.

**Possible evidence:**

- Can describe how plants that they have grown from seeds and bulbs have developed over time
- Can identify plants that grew well in different conditions

**Key Vocabulary:**

As for Year 1 plus: light, shade, sun, warm, cool, water, grow, healthy, bulb, scales, tunic

**Common misconceptions:**

Some children may think:

- plants are not alive as they cannot be seen to move
- seeds are not alive
- all plants start out as seeds
- seeds and bulbs need sunlight to germinate.