

# Science



<p><b>Key Stage1</b></p> <p><b>Year A</b></p> <p><b>SPRING TERM</b></p>	<p>Big Picture Question: <b>Plants - Trees</b></p>		<p><b>Resources</b></p>
<p><b>Science skills</b> Developed through:</p> <ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>identifying and classifying</li> <li>using their observations and ideas to suggest answers to questions</li> <li>gathering and recording data to help in answering questions.</li> </ul>	<p>What we want children to <b>know:</b>    Science skills to be developed:    Possible evidence:</p>		<p>Map of labelled trees in school grounds</p> <p>hand lenses / magnifying glasses</p> <p>Possible visitors: tree surgeon / botanist / gardener /</p> <p><a href="https://www.woodlands.co.uk/wordpress/wp-content/uploads/Woodlands_a3_knowyourtrees.pdf">https://www.woodlands.co.uk/wordpress/wp-content/uploads/Woodlands_a3_knowyourtrees.pdf</a></p> <p><a href="https://woodlandtrust.org.uk/plant-trees/schools-and-communities/">https://woodlandtrust.org.uk/plant-trees/schools-and-communities/</a></p>
<ul style="list-style-type: none"> <li>identify and name a variety of deciduous (oak, London plane, field maple, sycamore) and evergreen trees (conifer).</li> <li>identify and describe the basic structure of a variety of common trees (root, trunk, branch, twig, leaves, bud, seed, fruit).</li> </ul>	<ul style="list-style-type: none"> <li>Know and use simple features to sort living things</li> <li>Decide how to sort and group</li> <li>Observe changes over time to notice patterns and relationships</li> <li>Compare and contrast trees</li> <li>Describe how they were able to identify and group trees, and draw diagrams showing the parts of different trees.</li> <li>Keep records of how plants have changed over time, for example the leaves falling off trees and buds opening</li> <li>Compare and contrast what they have found out about different trees.</li> </ul>	<p><b>Shows understanding of a concept using scientific vocabulary correctly:</b></p> <ul style="list-style-type: none"> <li>Name trees and other plants that they see regularly</li> <li>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>Identify trees which lost their leaves and those that kept them the whole year</li> <li>Identify and name the parts of a tree, recognising that they are not always the same e.g. leaves and stems may not be green</li> </ul> <p><b>Applying knowledge in familiar related contexts, including a range of enquiries:</b></p> <ul style="list-style-type: none"> <li>Sort and group parts of trees using similarities and differences</li> <li>Use simple charts etc. to identify trees</li> <li>Collect information on features that change during the year</li> <li>Use photographs to talk about how trees change over time</li> </ul>	