

Science



<p>Key Stage1</p> <p>Year A</p> <p>Autumn Term</p>	<p>Science focus: Plants - Flowers</p>		<p>Resources</p>			
	<p>Read and spell vocabulary: Scientific vocabulary: features, sort, group, observe, similar, different, differences, patterns, identify, describe, Topic specific vocabulary: common wild plants, common garden plants, deciduous, evergreen, structure, variety, flowering plants, seed, bulb, root, stem, flowers, blossom, petals, bud, fruit, berries</p>		<p>hand lenses / magnifying glasses</p>			
<p>Science skills</p> <p>Developed through:</p> <ul style="list-style-type: none"> ❖ asking simple questions and recognising that they can be answered in different ways ❖ observing closely, using simple equipment ❖ performing simple tests ❖ identifying and classifying ❖ using their observations and ideas to suggest answers to questions ❖ gathering and recording data to help in answering questions. 	<p>What we want children to know: Science skills to be developed: Possible evidence:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;"> <p>identify and name a variety of common wild (stinging nettles, brambles, daisies, dandelions) and garden plants (vegetables – ask nurture)</p> <p>identify and describe the basic structure of a variety of common flowering plants, including observations of trees.</p> </td> <td style="width: 33%; padding: 5px;"> <ul style="list-style-type: none"> • Know and use simple features to sort plants. • Decide how to sort and group. • Observe changes over time to notice patterns and relationships. • Observe the growth of flowers and vegetables that have been planted. • Compare and contrast familiar plants. • Describe how they were able to identify and group them and draw diagrams showing the parts of different plants including trees. • Keep records of how plants have changed over time, for example the leaves falling off trees and buds opening • Compare and contrast what they have found out about different plants. </td> <td style="width: 33%; padding: 5px;"> <p>Shows understanding of a concept using scientific vocabulary correctly</p> <ul style="list-style-type: none"> ❖ Name plants that they see regularly ❖ Describe some of the key features of these plants e.g. the shape of the leaves, the colour of the flower/blossom ❖ Identify and name the parts of a plant, recognising that they are not always the same e.g. leaves and stems may not be green <p>Applying knowledge in familiar related contexts, including a range of enquiries:</p> <ul style="list-style-type: none"> ❖ Sort and group parts of plants using similarities and differences ❖ Use simple charts etc. to identify plants ❖ Collect information on features that change during the year ❖ Use photographs to talk about how plants change over time </td> </tr> </table>		<p>identify and name a variety of common wild (stinging nettles, brambles, daisies, dandelions) and garden plants (vegetables – ask nurture)</p> <p>identify and describe the basic structure of a variety of common flowering plants, including observations of trees.</p>	<ul style="list-style-type: none"> • Know and use simple features to sort plants. • Decide how to sort and group. • Observe changes over time to notice patterns and relationships. • Observe the growth of flowers and vegetables that have been planted. • Compare and contrast familiar plants. • Describe how they were able to identify and group them and draw diagrams showing the parts of different plants including trees. • Keep records of how plants have changed over time, for example the leaves falling off trees and buds opening • Compare and contrast what they have found out about different plants. 	<p>Shows understanding of a concept using scientific vocabulary correctly</p> <ul style="list-style-type: none"> ❖ Name plants that they see regularly ❖ Describe some of the key features of these plants e.g. the shape of the leaves, the colour of the flower/blossom ❖ Identify and name the parts of a plant, recognising that they are not always the same e.g. leaves and stems may not be green <p>Applying knowledge in familiar related contexts, including a range of enquiries:</p> <ul style="list-style-type: none"> ❖ Sort and group parts of plants using similarities and differences ❖ Use simple charts etc. to identify plants ❖ Collect information on features that change during the year ❖ Use photographs to talk about how plants change over time 	<p>Names of garden and wild flowering plants in the local area</p> <p>Flowering plants</p> <p>Visitor: botanist / gardener /</p> <p>https://www.ase.org.uk/resources/y1-plants-shanae</p> <p>https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-ivys-plant-workshop-what-do-plants-need-to-survive/zkw2gwx</p>
<p>identify and name a variety of common wild (stinging nettles, brambles, daisies, dandelions) and garden plants (vegetables – ask nurture)</p> <p>identify and describe the basic structure of a variety of common flowering plants, including observations of trees.</p>	<ul style="list-style-type: none"> • Know and use simple features to sort plants. • Decide how to sort and group. • Observe changes over time to notice patterns and relationships. • Observe the growth of flowers and vegetables that have been planted. • Compare and contrast familiar plants. • Describe how they were able to identify and group them and draw diagrams showing the parts of different plants including trees. • Keep records of how plants have changed over time, for example the leaves falling off trees and buds opening • Compare and contrast what they have found out about different plants. 	<p>Shows understanding of a concept using scientific vocabulary correctly</p> <ul style="list-style-type: none"> ❖ Name plants that they see regularly ❖ Describe some of the key features of these plants e.g. the shape of the leaves, the colour of the flower/blossom ❖ Identify and name the parts of a plant, recognising that they are not always the same e.g. leaves and stems may not be green <p>Applying knowledge in familiar related contexts, including a range of enquiries:</p> <ul style="list-style-type: none"> ❖ Sort and group parts of plants using similarities and differences ❖ Use simple charts etc. to identify plants ❖ Collect information on features that change during the year ❖ Use photographs to talk about how plants change over time 				