

Pentecost 2
Science Year 1: Plants (Biology)

Scripture Link: 1 *Genesis* 1:12

National Curriculum Objective

Enquiry Question: Are there different types of plant?

	Lesson 1	Lesson 2	Lesson 3
Learning intention for each lesson	To know what fruit and vegetables are and some of the differences between them.	To know what a seed is and that some plants grow from seeds.	To know the basic parts of a plant and their function
Recall and Retrieval	can identify any of the things a plant needs to grow can identify foods that are grown and come from plants	That a fruit is a part of a flowering plant Vegetables grow from plants, but they do not have seeds on or inside them.	can talk about changes I can see in spring Can describe what a seed is
Sequence of substantive knowledge throughout the lesson	That a fruit is a part of a flowering plant Its insides are often sweet and juicy Vegetables grow from plants, but they do not have seeds on or inside them.	Seeds come in many different shapes and sizes. Seeds have an outer shell that protects a baby plant inside. The baby plant stays inside the seed until it gets the things it needs to grow.	That the basic parts of a plant are: roots, stem, leaves, flowers (petals). That the roots hold the plant in the ground and take water from the soil. The stem holds the plant up and carries the water to the leaves The leaves take in the sunshine and turn it into food for the plants. The petals attract insects so that the plants can be pollinated.
Key Skills/disciplinary knowledge	<ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways; • observing closely, using simple equipment; • identifying and classifying; • using their observations and ideas to suggest answers to questions; • gathering and recording data to help in answering questions. 	<ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways; • observing closely, using simple equipment; • identifying and classifying; • using their observations and ideas to suggest answers to questions; • gathering and recording data to help in answering questions. 	<ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways; • observing closely, using simple equipment; • identifying and classifying; • using their observations and ideas to suggest answers to questions; • gathering and recording data to help in answering questions.
Key Vocabulary	Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud.	Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud.	Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud.

Main teaching activity <i>If the school has another short term planning format, this does not need to be included.</i>			
Scaffolding	Teacher to question children and give children some prompts as to what they might like to find out.	Visual aids if needed.	Stem sentences to help support recording.
Challenge	Visual aids if needed. Teacher to model initial suggestions.	Differentiated questioning. Stem sentences to help support recording	Cloze procedure tasks to support vocabulary.
Diversity Links			
Catholic Social Teaching Principles	Stewardship – We are called to be God’s gardeners	Stewardship – Celebrating the harvest	Stewardship – We are called to be God’s gardeners Learning from God’s creation
British Values			
Wider links			

Pentecost 2
Science Year 1: Plants (Biology)

	Lesson 4	Lesson 5	Lesson 6
Learning intention for each lesson	To dissect and label the parts of a plant.	To know the basic structure of a tree.	To know what deciduous and evergreen trees are and the difference between them
Recall and Retrieval	That the basic parts of a plant are: roots, stem, leaves, flowers (petals). The functions of the parts of a plant.	can identify any of the things a plant needs to grow can identify foods that are grown and come from plants can identify some changes I see in autumn	Can describe some changes I see in winter That the basic structure of a tree is: roots, trunk, leaves, branches, crown.
Sequence of substantive knowledge throughout the lesson	That the basic parts of a plant are: roots, stem, leaves, flowers (petals). That the roots hold the plant in the ground and take water from the soil. The stem holds the plant up and carries the water to the leaves The leaves take in the sunshine and turn it into food for the plants.	That the basic structure of a tree is: roots, trunk, leaves, branches, crown.	That a deciduous tree loses its leaves in the autumn. An evergreen tree keeps its leaves all year.
Key Skills/disciplinary knowledge	<ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways; • observing closely, using simple equipment; • identifying and classifying; • using their observations and ideas to suggest answers to questions; • gathering and recording data to help in answering questions. 	<ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways; • observing closely, using simple equipment; • identifying and classifying; • using their observations and ideas to suggest answers to questions; • gathering and recording data to help in answering questions. 	<ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways; • observing closely, using simple equipment; • identifying and classifying; • using their observations and ideas to suggest answers to questions; • gathering and recording data to help in answering questions.
Key Vocabulary	Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud.	Leaf, root, trunk, branch, Names of trees in local area,	Leaf, root, trunk, branch, Names of trees in local area, deciduous, evergreen.
Main teaching activity <i>If the school has another short term planning</i>			

<i>format, this does not need to be included.</i>			
Scaffolding	Cloze procedure tasks to support vocabulary.	Word banks.	
Challenge	Word banks	Visual aids	
Diversity Links			
Catholic Social Teaching Principles	Stewardship – Learning from God’s creation	Stewardship – We are called to be God’s gardeners Learning from God’s creation	Stewardship – Learning from God’s creation
British Values			
Wider curriculum links			