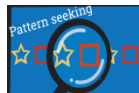


Autumn 2 Year 2 - Plants



INTENT: What do we want the children to remember/be able to do?

- To understand how seeds and bulbs grow into mature plants.
- To plan and carry out investigations to show understanding of what plants need to grow and to stay healthy.

National Curriculum Objectives		Hook To Learning		Vocabulary	
- To observe and describe how seeds and bulbs grow into mature plants. - To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.		Look at a sunflower that has died.			
		Key Scientists			
		Agnes Arber – Botanist.			
				Subject Specific	
				Transferable	
				Bulb Grow Observe Water Light Seeds Plants Mature Fair test	
				Temperature Healthy Describe Cool warm	
Prior Learning		Implementation		Future Learning	
In Year 1 Children should: - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. - Identify and describe the basic structure of a variety of common flowering plants. - Identify and name the roots, trunk, branches and leaves of trees.		1. Observe a selection of plants. Look at KO and discuss key vocab. (Kn) 2. Observe and discuss a collection of seeds and bulbs. Children to sort and group them. Make observational drawings. (Kn/Sk) 3. Discuss a concept cartoon about plants and how they grow. Children to plant seeds and bulbs. Children to plan simple comparative tests using planning sheet. (Kn/Sk) 4/5 Begin a dairy to show observations and measurements.(Sk) 6. Research botanist Agnes Arber and her work. 7. Assessment Task. (Kn)		In Year 3 Children will: - Identify and describe the functions of different parts of the flowering plant: roots, stem/trunk/leaves and flowers - Explore the part flowers play in a flowering plants life cycle, including: pollination, seed formation and seed dispersal - Explain the requirements of plants for life and growth (air, light, water, nutrients from soil, room to grow) and how they vary between plants - Know the way in which water is transported between plants	
Working Scientifically					
Comparative tests	Identify & Classify	Observation over time	Pattern Seeking	Research	Impact - BIG Question: Assessment Opportunity
Do cress seeds grow quicker inside or outside? 	How can we sort bulbs and seeds? 	What happens to my bulb/seed after I have planted it? 	Do bigger seeds grow into bigger plants? 	How does a cactus survive in a desert with no water? 	What should I do to grow a healthy plant? Children to design a packet of seeds/bulbs. It must include instructions about how to care for seeds/bulbs and plants.

Autumn 2 Year 2 - Plants



--	--	--	--	--	--