

Year 1 Science Curriculum

Working scientifically links Rubric/PCMD opp. Key Vocabulary

Plants

What's the big picture? That the world is covered in plants and we need them to live. Explore the reason why this is. Discussion around what is a plant. Children to generate their own questions at the start of each topic. *"I know how to ask simple scientific questions"*

Prior learning: children know about similarities and differences in relation to places, objects, material and living things. They can talk about the features of their own environment and how environments vary. They make observations of animals and plants and talk about changes (ELG).

National Curriculum Principles	Objectives	Knowledge and key Vocabulary	Reading opportunities	Technology
Pupils should be taught to: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.	I know and can name a variety of common wild and garden plants	Children to name and identify : grass , dandelion (clock), daisy , buttercup , daffodil , bluebells (check others with ME). Children to name and identify trees (deciduous and evergreen). Plants can be identified by looking at key characteristics. <i>I know how to identify and classify things</i> <i>Use classification keys</i>	Growing Vegetable Soup - Lois Ehlert Planting a Rainbow - Lois Ehlert The Wild Garden - Kathryn O'Galbraith	Create a class eBook using Pages. Use camera to photograph plants/trees. Annotate using Markup. Create a video to demonstrate their knowledge.
Identify and describe the basic structure of a variety of common flowering plants, including trees	I know and name the petals, stem, leaves and root of a plant	Children need to dissect , identify and name the parts of a plant , petals , flower , leaves , stem and roots . <i>Use magnifying glasses to look closely and complete an observational drawing - Rubric and multiple drafting</i> <i>I know how to use simple equipment to make observations</i> Children can compare two leaves, flowers, seeds etc.	Oh Say You Can Seed - Bonnie Worth The Tiny Seed - Eric Carle How a Seed Grows - (pre school) Helene Jordan	Take a photo of a dissected plant. Label through text/voice on Seesaw. Record a video of the children explaining their observational drawing.

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	I know and name the roots, trunk, branches and leaves of a tree.	Children to identify and name roots, trunk, branches, blossom, fruit, bark, bud and leaves of a tree. Observe how different trees change over time (deciduous and evergreen).	A tree is a plant - Clyde Robert Bulla (also covers seasons)	Use the camera to identify the parts of a tree. Add explanation via Seesaw. Use photos to show changes over time.

Common Misconceptions

Some children may think:

- plants are flowering plants grown in pots with colored petals and leaves and a stem
- trees are not plants
- all leaves are green
- all stems are green
- a trunk is not a stem
- blossom is not a flower
- grass is not a plant

Enquiry ideas

<u>Comparative tests</u>	<u>Identify and classify</u>	<u>Observations over time</u>	<u>Pattern seeking</u>	<u>Research</u>
Which type of compost grows the tallest sunflower?	How can we sort the leaves that we collect from our school grounds?	How does my sunflower change over the week?	Do trees with bigger leaves lose their leaves first in autumn?	
Which tree has the biggest leaves?		How does the maple tree change during the year?	Is there a pattern to where we find moss growing in the school grounds?	