Subject	Term	Unit
Science- Year 2	Spring	Plants

Intent

At Hurst Hill, we nurture young scientists by fostering curiosity and developing strong scientific knowledge and enquiry skills. Children learn to investigate, observe and evaluate confidently, understanding how science shapes the past, present and future while building firm foundations for lifelong scientific learning.

Prior knowledge	National Curriculum
• 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, including trees	• observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

What?	To find out how seeds and plants grow and to think about what they need to live.
Why?	It is a life long skill to learn how to grow plants and how to grow our own food. Children will learn what it takes to look after another living thing.
How?	Through observation and measurement. Through discussion and collection of information.

Vocabulary	
Pollination	To fertilise by the transfer of plant pollen
Germination	The process in which the seed or bulb begins to grow into a plant
Life cycle	The different stages of life for a living thing
Disperse	To spread or scatter
Survival	Living things have special features to help them to survive (stay alive) in their habitats
Bulb	A large food source that helps a plant to grow

Plant	A large group of living things that use sunlight to their own food
Seed	A tiny developing plant that is enclosed in a protective coat
Stem	The stem is the main structure of a plant that supports leaves and flowers
Roots	The roots of a plant grow underground
Leaves	Leaves come in different shapes and sizes. They help to take in the sunlight
Flower	Flowers produce the seeds that become new plants
Petal	The brightly coloured outside part of a plant
Fruit	A usually sweet food
Vegetable	The other edible parts of the plant

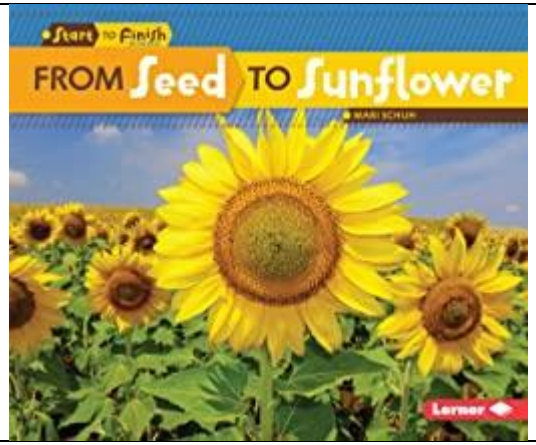
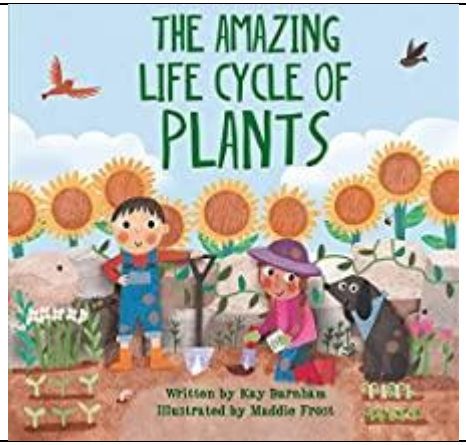
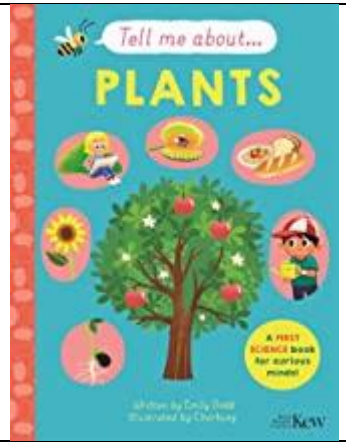
Objective	**Learning**
	Pattern Seeking *PLANT A RANGE OF SEEDS AND BULBS TO SEE HOW THEY GROW AT THE END OF THE UNIT*
What does a seed need to germinate?	Investigate a seed in different conditions and what happens. Use bean seeds or something fast growing. Place seeds in different places cold and dark, light, dry, wet, no soil etc. Look after one week to see if the plants have germinated. Which did they prefer and why? What conditions were needed for the plants to germinate?

	1. Tick the image below that shows **germination**. (1 mark) 
Which seed will germinate quicker and why?	**Comparative testing** From exploring the seeds predict and reason which seed might germinate quicker. Look at a range of seeds and bulbs. Which do we think will grow quicker and why? Set them up in the ideal conditions found last week. Observe daily as a class to see which one grows quickest. Think of the reasons why. Explain that bulbs and seeds have their own food source.
What does a plant need to grow?	**Pattern Seeking** Once seeds have germinated think about how to carry out an investigation to see what a plant needs to grow thinking about the factors of water, light and temperature. Use the fair test planning structure to set up the test and make predictions in their book. Set up test
What does a plant need to grow?	**Pattern Seeking** Record observations in a chart. What happened to each plant in the different areas? What do we learn from this? What do plants need to grow and survive? Record findings and explanations- To survive plants need _____.

	b) What else do you think **most** plants need to help keep them alive and to stay healthy? (4 marks) Water ☐ Air ☐ Sound ☐ Soil ☐ Warmth ☐ Sleep ☐
Can we identify the parts of the plant life cycle?	**Observing over time** Observe what happens when a plant grows from a seed. Go outside and look for plants at different stages of their life cycle. Watch time lapse videos showing a plant overtime. Label diagrams or draw the life cycle of a plant. Think about different types ohttps://www.stem.org.uk/resources/community/collection/13299/year-2-plants f trees and plants. Which have fruit and flowers? Which ones don't? E.G seed, tree, bud, flower, fruit.

Websites
https://www.stem.org.uk/resources/community/collection/13299/year-2-plants https://www.outstandingscience.co.uk/index.php?action=view_page&page=view_unit&unit=2b https://ypte.org.uk/lesson-plans/plants-year-1-year-2-key-stage-1

Recommended Reads

Golden Thread
Plants