



Subject	Term	Unit
Science- Year 1	Summer	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
<ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> </ul>	<ul style="list-style-type: none"> <li>• identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>• identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul>

<b>What?</b>	To identify common plants including trees. To understand how plants and trees are structured.
<b>Why?</b>	This is the first building block of understanding about plants. Children need to have a good understanding of types of plants and their structures before they can move on to what they need to survive.
<b>How?</b>	Through observation of plants outside. Through discussion and collection of information.

Vocabulary	
<b>Branches</b>	Parts that grow out from the tree trunk and have leaves, flowers or fruit growing on them.
<b>Bulb</b>	A root shaped like an onion that grows into a flower or plant.
<b>Common</b>	Something that is found in large numbers/something that happens often.
<b>Deciduous</b>	A tree that loses its leaves in the autumn every year.

<b>Evergreen</b>	A tree or bush which has green leaves all the year round.
<b>Flower</b>	The part of a <b>plant</b> which is often brightly coloured and grows at the end of a <b>stem</b> .
<b>Flowering</b>	<b>Trees</b> or <b>plants</b> which produce <b>flowers</b> .
<b>Fruit</b>	Something which grows on a <b>tree</b> or bush and which contains <b>seeds</b> or a stone covered by a substance that you can eat.
<b>Garden</b>	A piece of land next to a house, with <b>flowers</b> , <b>vegetables</b> , other <b>plants</b> and often grass.
<b>Herb</b>	A <b>plant</b> whose <b>leaves</b> are used in cooking to add flavour to food or as a medicine.
<b>Leaf/Leaves</b>	The parts of a <b>tree</b> or <b>plant</b> that are flat, thin and usually green.
<b>Petal</b>	Thin coloured or white parts which form part of a <b>flower</b> .
<b>Plant</b>	A living thing that grows in the earth and has a <b>stem</b> , <b>leaves</b> and <b>roots</b> .
<b>Roots</b>	The parts of a <b>tree</b> or <b>plant</b> that grow under the ground.
<b>Seed</b>	The small, hard part from which a new <b>plant</b> grows.
<b>Stem</b>	The thin, upright part of a <b>plant</b> on which the <b>flowers</b> and <b>leaves</b> grow.
<b>Tree</b>	A tall <b>plant</b> that has a hard <b>trunk</b> , <b>branches</b> and <b>leaves</b> .
<b>Trunk</b>	The large, main <b>stem</b> from which the <b>branches</b> grow.
<b>Vegetable</b>	<b>Plants</b> such as cabbages, potatoes and onions which you can cook and eat.
<b>Vegetation</b>	<b>Plants</b> , <b>trees</b> and <b>flowers</b> .
<b>Weed</b>	A <b>wild plant</b> that grows in <b>gardens</b> and prevents the plants that you want from growing properly.

**Children need to have chance to plant their own seeds and bulbs.**

<b>Objective</b>	<b>Learning</b>
Can I name and identify the most common British garden plants?	<b>Identifying and Classifying/Research</b>

People may grow plants in their gardens and care for them. They may grow flowering plants which are beautiful to look at or beans and seeds to grow plants for food. When plants are grown for food, this may be called a herb garden or vegetable patch. Go outside and look at different plants that are growing around school- gardening club should be growing different plants outside **to include common wild and garden plants, including deciduous and evergreen trees.**  
<http://treetoolsforschools.org.uk/activitymenu/?cat=plant> [ticksheets](#)

**Identifying and Classifying/Research**

Can I name and identify the most common British garden plants?

Ask the children to sort the plants they have found into different categories- flowers, vegetables, weeds. **To include: dandelion, daisy, buttercup, nettles, carrot, mushroom, rose, daffodil.** Give them a definition of each one and ask them to sort the plants they have found into a table.

Vegetable	Flower	Weed
-----------	--------	------

Can I label parts of a flowering plant and explain what they do?

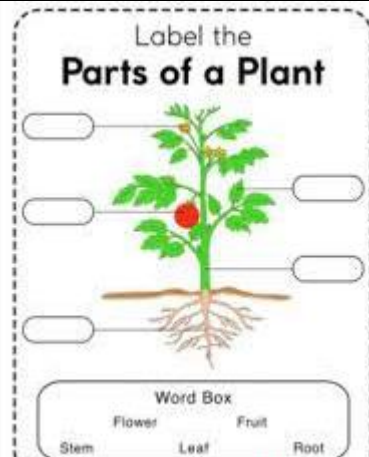
**Identifying and Classifying**

Have flowering plants for the children to investigate- including the roots. Have different plants for the children to investigate. Repot at the end so be delicate when removing the soil.  
 Label the plant physically with the different parts- root, stem, leaves, flower. Begin to talk about the function of each part of the flower.  
 Roots- to hold it in the soil and to take in water.  
 Stem- to take water to the other parts of the plant  
 Leaves- to absorb sunlight  
 Flower- to attract insects

Can I label parts of a flowering plant and explain what they do?

**Identifying and Classifying**

Children draw/ label or label the parts of the plant. They need to match the functions or write sentences about the functions of each part of the plant.



### Identifying and Classifying

Can I identify types of trees?



Go outside and look at the different trees that we can see outside. Use the keys to look at the leaves to identify the different types of trees that we have at school.

<https://www.woodlandtrust.org.uk/blog/2020/03/tree-id-kids/>

### Identifying and Classifying

Can I explain how deciduous and evergreen trees are different?

Deciduous trees lose their leaves in the autumn every year. Their leaves are generally broad, flat and have veins running through them. Evergreen trees have green leaves all year round. Their leaves are generally thick, waxy and narrow like needles. Can we find examples outside. Can we sort them into different groups.

Can I label parts of trees  
and explain what they do?

Word Box  
Leaf Branch Trunk Fruit  
Flower Root

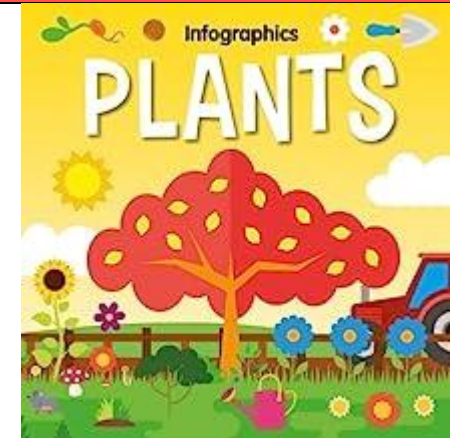
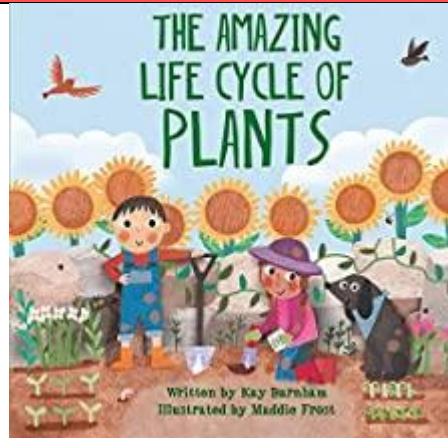
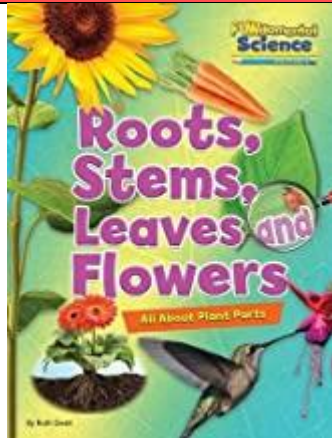
## Identifying and Classifying

Talk about the trees and the different parts. Go outside and look for flowers, leaves, the trunk. Can we see the roots?  
Label the picture with the names and the functions of the different parts of the tree.

## Websites

[http://treetoolsforschools.org.uk/activitymenu/?cat=plant\\_ticksheets](http://treetoolsforschools.org.uk/activitymenu/?cat=plant_ticksheets)  
<https://www.woodlandtrust.org.uk/blog/2020/03/tree-id-kids/>  
<https://www.bbc.co.uk/bitesize/topics/zpxnyrd>  
<https://www.stem.org.uk/resources/community/collection/12534/year-1-plants>

## Recommended Reads



## Golden Thread

Plants

