






Science Medium Term Plan

	Year Group:	Term:	Topic/Unit :		
	1	Summer	Plants		
National Curriculum Programme of Study	<ul style="list-style-type: none"> • 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 				
Prior Learning	<ul style="list-style-type: none"> • Plant seeds and care for growing plants. (Nursery – Plants) • Understand the key features of the life cycle of a plant and an animal. (Nursery – Plants) • Begin to understand the need to respect and care for the natural environment and all living things. (Nursery – Plants) • Explore the natural world around them. (Reception – Living things and their habitats) • Recognise some environments that are different to the one in which they live. (Reception – Living things and their habitats) 				
Future Learning	<ul style="list-style-type: none"> • Observe and describe how seeds and bulbs grow into mature plants. (Y2 - Plants) • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Y2 - Plants) • Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2 - Living things and their habitats) • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. (Y3 - Plants) • Investigate the way in which water is transported within plants. (Y3 - Plants) 				
Links to other subjects	PSHE, English,				
Enrichment	Planting their own flower to keep/ growing their own vegetable.				
Working Scientifically	Comparative tests 	Identify and classify 	Observation over time 	Pattern seeking 	Research 
	Which tree has the biggest leaves?	How can we sort the leaves that we collected on our walk?	How does my sunflower change each week?	Is there a pattern in where we find moss growing in the school grounds?	What are the most common British plants and where can we find them?
Working Scientifically Assessment Focus	Do: Observe and measure – Plants: structure leaf look Working Scientifically - Do: Observe closely using simple equipment Assessment Focus <ul style="list-style-type: none"> • Can children make careful observations of similarities and differences between plants? • Can children label the basic parts of a plant? 				
Sticky vocabulary	Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud Working Scientifically vocabulary: observe, changes, grouping, sorting, classifying, identify, magnifying glass/ hand lens, same, different.				
End points	<ul style="list-style-type: none"> • Growing locally, there will be a vast array of plants which all have specific names. • These can be identified by looking at the key characteristics of the plant. • Plants have common parts, but they vary between the different types of plants. • Some trees keep their leaves all year while other trees drop their leaves during autumn and grow them again during spring 				