The Bridge Academy

Respect | Aspiration | Independence | Success | Engagement

"Nurturing and empowering young people to be School Ready, Work Ready & Life Ready"

	KS1 Science – Spring Term Learning Journey Snapshot - Plants					
Lesson 1	What do plants need to grow?					
Lesson 2	What's inside a seed?					
Lesson 3	What is the life cycle of a plant?					
Lesson 4	What do plants need to stay healthy?					
Lesson 5	How do plants grow in hot, dry or cold places?					
Lesson 6	Can I sow a seed and care for it over the holiday? .					
Weekly lesson Plan Overview						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Key Question(s)	What do plants need to grow?	What's inside a seed?	What is the life cycle of a plant?	What do plants need to stay healthy?	How do plants grow in hot, dry or cold places?	
Retrieval Activity	(Year 1 retrieval)- Plant names and parts of a plant with diagrams.	Observe the plants and identify any changes to growth. Identify the parts of the plant you can see.	Can children label the parts of a plant. What does a plant need to be healthy?	Oracy bullseye- convince your partner What stage of the life cycle the picture you have is. (Key vocabulary- germination, seed dispersal, roots, leaves, flower, dried, dead).	Sorting activity- healthy plants, plants that need water and plants that need sunlight. How do you know which each plant needs? What does a healthy plant look like?	

Key Knowledge	To identify when a plant is healthy. To give ideas about what plants needs to stay healthy. I can suggest ways to find out what plants need to stay healthy.	Identify parts of the seed that grow into a plant. Explain what seeds needs to begin to grow. To explain what 'germination' means.	I can explain how a plant changes as it grows. Put the life stages of a plant in order. Identify which stages of its life cycle a plant is it (picture observations).	Describe how plants need water, light and a suitable temperature to stay healthy and grow. Explain what plants need to grow and stay healthy.	Desert/hot places- plants- have roots that are close to the surfed so they can suck up water as soon as it falls. Rainforest plants- have large waxy leaves with point tips that the rain can easily run off. Shallow roots to get nutrients from the top of the soil. Cold habitat- small and grow close to the ground, which helps them to stay out of the cold.	
Key Skills	Performing simple tests. Using observations and ides to suggest answers to questions.	Observe and describe how seeds and bulbs grow into mature plants.	Describe the life cycle of a plant. Observe and describe how seeds and bulbs grow into mature plants.	Observe and explain what has happened to the pants in the test. Suggest what has caused the plants to look like they do. Explain what tings a pant needs to stay healthy- based on observations.	Using observations to answer key questions. To explain how plants are suited to their habitats. Describe how plants need water, light and a suitable temperature to stay healthy	
Task Oracy	Healthy or not? Show children different pictures of healthy and unhealthy plants. What is healthy about them? What is not? Discover what a plants needs to be healthy (water, sunlight, temperature and soil). Plant 5 flowers with one element missing. Complete sheet for what plants need to be healthy and which pots have what element missing.	Show children different types of seeds and pictures of seeds. Discuss bow different plants will grow from different seeds and ask the children what might be inside a seed. Using a magnifying glass- can they identify any key parts of a seed? Can children identify which parts of the plant germinate. What does germinate mean?	Watch videos of a bean growing through the life cycle. Discuss what changes to the plant in each stage. What is germination? What does a plant need to germinate? Complete a plant life cycle cutting activity- order the different stages and write sentences about what is happening to the plant in each stage.	Observe the plants planted in week 1 to find out what plants need to grow healthy. Observe and record using the plants worksheet. Using rulers to measure the growth of the plants. Can you explain what has happened to the plant? What parts of the plant can you identify. Children to explain what they can see and why they think this has happened. How does this compare to what they predicted would happen in week 1. When children complete the worksheet- does anything effect the investigation (if one the of the plants still grew without a key element, why could this be?)	Plants can grow almost everywhere. Where does it live? Explain to your partner why these plants are suited to their environment. What do their leaves look like etc?	
WAGOLL						

Key Vocabulary	Seeds Sunlight Water Temperature Test Scientist Healthy Not healthy	Seed Food Food store Seed coat Germination Conditions Baby plant Roots Shoot Leaves Water	Suitable Forest Ocean Pond Rainforest Adaptation Environment Question Habitat	Water Sunlight Temperature Soil Test Observe Observation Compare Predict	Water Temperature Sunlight Adapted Specifies Leaves Desert Mountains Arctic Oxygen Rainforest	
Reading Opportunities						