

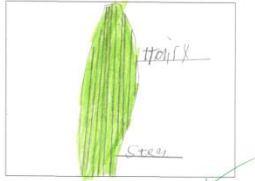


<b>Topic:</b> Plants	Year 1 Age 5-6	Title: Leaf looking
<b>Working Scientifically</b> Observing closely 	<b>Concept context</b> identify and describe the basic structure of a variety of common flowering plants, including trees	
<b>Assessment Focus</b> <ul style="list-style-type: none"> <li>• Can children observe closely and make an accurate representation of a leaf that they have found?</li> <li>• Can children describe features on their leaf?</li> </ul>		
<p><b>Activity</b> <i>Today we will be botanists.</i> Go on a 'welly walk' in school grounds to collect leaves (<i>with clear instructions about where they are allowed to go and what they are allowed to collect/pick e.g. try to collect fallen leaves, do not over-pick from one plant, warn to look for prickles and stinging nettles etc – check with an adult if unsure</i>).</p> <p>Use magnifiers to look closely at the leaves and ask pairs to discuss what is the same/what is different. Draw a leaf, labelling with support.</p> <p>At an appropriate point, you could include a mini-plenary in which you show a drawing by the class teddy/puppet. Ask the children to give advice on how to improve the drawing e.g. <i>what colour is the leaf stalk? Where do the veins really go?</i></p> <p>Children could then improve their own or do another drawing.  Wash hands.</p>		
<p><b>Adapting the activity</b> <b>Support:</b> Adult prompts to look carefully at veins, hairs, colour etc. <b>Extension:</b> Label parts of the leaf, e.g. veins, hairs. Compare two leaves. <b>Other ideas:</b> Provide some unusual leaves (or pictures), e.g. composite leaf, cactus, grass. Collect a nature paint pallet: stick small bits onto a card strip (with double sided tape on.)</p>		
<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• What does a leaf look like?</li> <li>• How are these leaves different/similar?</li> <li>• What shape/colour is your leaf?</li> <li>• Where did you find your leaf? How do you think it got there?</li> <li>• Does your leaf have hairs/veins? Why do you think they are there?</li> <li>• Does your leaf look the same on both sides?</li> </ul> 		
<p><b>Assessment Indicators</b> <b>Not yet met:</b> Children draw a leaf but shape may not be accurate or features are missing <b>Meeting:</b> Children can draw a leaf outline accurately and show hairs/veins when present. <b>Possible ways of going further:</b> Children compare the features of different leaves.</p>		



Pupil box 5 - act on feedback. See TAPS pyramid for more examples.