




<p>Topic: Plants (and Seasonal change)</p>	<p>Year 1 Age 5-6</p>	<p>Title: Plant structure</p>
<p>Working Scientifically Do: Observe closely using simple equipment (<i>Observation over time if seasonal</i>)</p> 	<p>Concept Context Identify and describe the basic structure of a plant and a tree. (<i>Could repeat seasonally</i>)</p>	
<p>Assessment Focus</p> <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? 		
<p>Activity <i>Today we are botanists.</i> Children could go on a 'Weedy Welly Walk' to dig up weeds (including roots). Provide different types of real plants and pictures e.g. flower/vegetable/weed or picture of a wild flower/sapling/tree. Children to explore the plants using magnifying glasses, rulers. Using post-it notes ask the children to write labels to identify the basic structure of a plant. Question the children (this could be a small group activity) to explain what they know about each part of the plant (see questions below). Record comments that the children make and/or photograph the labelled plant. <i>NB. Only dig up wild plants which are not protected species (e.g. bluebells cannot be dug up). H & S – Ensure children wash their hands after touching plants.</i></p> <div style="text-align: right;">  </div> <p>Adapting the activity Support: Provide pre-made labels to prompt, e.g. stem, roots, etc. Extension: Make comparisons between plants. How is this similar or different to trees? Other ideas: Repeat weedy welly walk in a different season</p> <p>Questions to support discussion</p> <ul style="list-style-type: none"> • What do you notice about these plants? • Can you tell me the name of this part? • What does each part of the plant do? • Where does it grow? • What differences can you see between these plants? • Why might the plants look different? • What happens to it during different seasons? 		
<p>Assessment Indicators</p> <p>Not yet met: Describe what they can see using everyday language. With support, label the basic structure of a plant.</p> <p>Meeting: Can describe and point to the basic structure of a plant and a tree using scientific language, e.g. <i>leaves, flowers, petals, fruit, roots, bulb, seed, trunk, branch, stem</i>. May begin to explain what the parts of the plant are for.</p> <p>Possible ways of going further: Can use their observations to make comparisons between different plants or between different plant parts, e.g. <i>that plant has a thicker/taller stem than that one, the petals are smaller than the leaves.</i></p>		