



Intent:	To understand different types of plants. To understand parts of a plant. To understand and explain how plants grow.	
Starter:	Lay out a range of plants and flowers – Can children name and identify plants?	
Core Texts:	The Enormous Turnip	
Key Concepts:	Curiosity	
Outcome Pieces:	Instructions, Leaflet	
Enrichment:	Visit to Leicester Botanical Gardens, Plant hunt around school	
Subject Area:	Statements:	Key Vocabulary:
Science	<ul style="list-style-type: none"> Can I identify and classify different types of plants? For example, house plants, garden plants, bedding plants, greenhouse plants etc. Can I explore the school grounds to find different types of plants? Can I compare these plants? Can I label different parts of a plant? Can I describe functions? Can I understand how plants grow and change? Can I understand why plants are important to the local environment? Can I plant seeds? Can I plant sunflower seeds and tomatoes? Can I order the lifecycle of a pollinating flower? Can I identify and describe the common structure of a tree? Can I name common trees? Can I classify trees – evergreen and deciduous? Can I sort and group objects, living things and materials? 	Plants, Leaf, Stem, Roots, Deciduous, Evergreen, Trunk, Branch, Petal, Twig, House plants, Greenhouse plants, Garden plants, Bedding plants
	National Curriculum:	<i>Pupils should be taught to:</i> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways. identifying and classifying. using their observations and ideas to suggest answers to questions. 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.
Geography		
	National Curriculum:	
History		
	National Curriculum:	
Design Technology		
	National Curriculum:	
Art	<ul style="list-style-type: none"> Can I use a variety of tools? Can I name tools and techniques? Can I experiment with different materials to mark make? Can I design and make products in 2d and 3d? 	Draw, Paint, Brush, Variety of tools, Texture, Create, Shade, Colour, Different medium
	National Curriculum:	<i>Pupils should be taught:</i>

	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products. to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 							
Music								
	National Curriculum:							
PSHE	<ul style="list-style-type: none"> Can I understand why bees are important to the environment? Can I understand why people and living things have needs and we have responsibilities to care for them? 	Rules, Respect, Right, Wrong, Law, Responsibility						
	National Curriculum:	See PSHE Subject Document.						
Religious Studies	<ul style="list-style-type: none"> Can I identify Christian artefacts and understand what Christians do when they worship? Can I retell what happened to Jesus at Easter and ask questions? Can I talk about the parables Jesus taught and how they impact Christians lives? Can I listen to a piece of music that is inspired by the bible and talk about how it makes me feel? 	Bethlehem, Bible, church, cross, Communion, Christmas, Christianity, Easter, parable, prayer, font, pulpit, hymns, worship, resurrection.						
	National Curriculum:	See SACRE Document.						
Computing	<ul style="list-style-type: none"> Can I create a pic collage which labels parts of a plant? <p>E-Safety – Project Evolve Strand 7 – Privacy and Security Strand 8 – Copyright and Ownership See Project Evolve Document.</p> <p>NCEE Unit 4: Grouping Data</p> <table border="1"> <tr><td>To label objects</td></tr> <tr><td>To identify that objects can be counted</td></tr> <tr><td>To describe objects in different ways</td></tr> <tr><td>To count objects with the same properties</td></tr> <tr><td>To compare groups of objects</td></tr> <tr><td>To answer questions about groups of objects</td></tr> </table>	To label objects	To identify that objects can be counted	To describe objects in different ways	To count objects with the same properties	To compare groups of objects	To answer questions about groups of objects	<p>App, Create, Background, Tap, Picture, Text, Size, Layout, Arrange</p> <p>Object, Label, Group, Search, Image, Property, Colour, Size, Shape, Value, Data Set, More, Less, Most, Least, Fewest, The Same</p>
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	National Curriculum:	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 						



Sequence of Lessons			
Subject	Learning Challenge	Outcomes	Concepts
1. Science	Launch topic – Introduce plants/ flowers/ vegetables and build curiosity. What do you notice? Similarities/ differences.	Books	Curiosity
2. Science	Can I explore the school grounds to find different types of plants? Can I compare these plants?	Pic collage	Curiosity
3. Science	Can I label different parts of a plant? Can I describe functions?	Books	Curiosity
4. Science	Can I understand how plants grow and change?	Books	
5. Science / ICT (communicating)	Can I identify and classify different types of plants? For example, house plants, garden plants, bedding plants, greenhouse plants etc.	Pic collage – take a picture and label	Curiosity
6. Science	Can I understand why plants are important to the local environment?	Books	
7. Science	Can I plant seeds? Can I plant sunflower seeds and tomatoes?	Allotment boxes/ Greenhouse	
8. Art	Can I experiment with different materials to mark make?	Art book	Curiosity
9. Art	Can I design a sculpture flower in 2d? (sculpted flowers)	Art book	
10. Art	Can I make a 3d sculpture flower?	Display	
11. PSHE	Can I understand why bees are important to the environment?	Books	
12. PSHE	Can I understand why people and living things have needs and we have responsibilities to care for them?	Books	
13. Science	Can I order the lifecycle of a pollinating flower?	Books	
14. Science	Can I identify and describe the common structure of a tree?	Books	Curiosity
15. Science	Can I name common trees? Can I classify trees – evergreen /Deciduous?	Books	Curiosity
16. Science	Can I name the different part of a tree? Can I explain the functions?	Books	
17. Science	Can I sort and group objects, living things and materials?	Books	Curiosity
18. R.E	Visit a local church		
19. R.E	Can I identify Christian artefacts and understand what Christians do when they worship?	Pic collage- picture and label	Curiosity
20. R.E	Can I retell what happened to Jesus at Easter and ask questions?	Books	Curiosity
21. R.E	Can I talk about the parables Jesus taught and how they impact Christians lives?	Books	Curiosity
22. R.E	Can I listen to a piece of music that is inspired by the bible and talk about how it makes me feel?	Books	Curiosity
23. Science	End of unit – can you circle (identify) all of the plants and trees? Can you label parts of a plant/ tree?	End of unit (Where's wally type double page spread)	