


<b>Topic:</b> Plants (and Seasonal change)	<b>Year 1</b> Age 5-6	<b>Title:</b> Plant structure
<b>Working Scientifically</b> <b>Do:</b> Observe closely using simple equipment <i>(Observation over time if seasonal)</i>		<b>Conceptual Knowledge</b> Identify and describe the basic structure of a plant and a tree. <i>(Could repeat seasonally)</i>
<b>Assessment Focus</b> <ul style="list-style-type: none"> <li>Can children make careful observations of similarities and differences between plants?</li> <li>Can children label the basic parts of a plant?</li> </ul>		
<b>Activity</b> <i>Today we are botanists.</i>  Children could go on a 'Weedy Welly Walk' to dig up weeds (including roots). Provide a selection of different types of plants e.g. flower/vegetable/weed/wild flower/sapling or picture of a 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. Photograph the labelled plant as evidence.  <b>Adapting the activity</b> <b>Support:</b> Provide pre-made labels to prompt knowledge, e.g. stem, roots, etc. <b>Extension:</b> What are these parts for? e.g. sepal/anther/stigma. Make comparisons between plants. <b>Other ideas:</b> How is this similar or different to trees?		
<b>Key Questions</b> <ul style="list-style-type: none"> <li>What do you notice about these plants?</li> <li>Can you tell me the name of this part?</li> <li>What does each part of the plant do?</li> <li>Where does it grow?</li> <li>What happens to it during different seasons?</li> <li>What differences can you see between these plants?</li> <li>Why might the plants look different?</li> </ul>		
<b>Assessment Indicators</b>  <b>Not yet met:</b> Describe what they can see using everyday language. With support, label the basic structure of a plant.  <b>Meeting:</b> 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.  <b>Exceeding:</b> 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> .		