Springfield School

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| Blackbirds Class Medium Term Planning for Science 1 |
| Topic: India  | Vocabulary: Seed, plant soil, stem, leaf, flower, roots, photosynthesis  |

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|  **Lesson 1 ‘link it’** **What do plants need to grow?** Exposition – What do plants need to grow Groups – Plant seeds in different containers. Provide different conditions for the plant to grow in a see what happens- dark/light wet/dry Plenary – Share work. | **Lesson 2 ‘learn it’****Different parts of the plant** Exposition – The different parts of a plant Groups – Draw and label the different parts of a plant Groups – Record our knowledge about plants in a all about plants fact book Plenary – Share work.  | **Lesson 3 ‘learn it’** **The life cycle of a plant** Exposition – Explore the life cycle of a plant Groups – Record and draw the different stages of a life cycle of a plant. Plenary – Share work. | **Lesson 4 ‘learn it’** **Different types of plants** Exposition – Explore different types of plants.All about plants Twinkl ppt Groups – complete a worksheet describing flowering and non-flowering plants . Plenary – Share work. |
| **Lesson 5 ‘learn it’** **The life cycle of a plant** Exposition – Explore the life cycle of a plant .Complete a worksheet showing the growth of the seed you planted at the beginning of the term. Twinkl |  |  . |  |

Take the objectives for the LO stickers from this section

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills)  |
| **Observing and Measuring Changes** **Children can:** a make systematic and careful observations; b observe changes over time; c use a range of equipment, including thermometers and data loggers; d ask their own questions about what they observe; e where appropriate, take accurate measurements using standard units using a range of equipment. **Identifying, Classifying, Recording and Presenting Data**

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| Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. **Children can:** **a** talk about criteria for grouping, sorting and classifying; **b** group and classify things; **c** collect data from their own observations and measurements; **d** present data in a variety of ways to help in answering questions; **e** use, read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge; **f** record findings using scientific language, drawings, labelled diagrams, keys, bar charts and tables.  |

 | * Relate knowledge of plants to studies of all living things.
* Describe the life process of reproduction in some plants and animals.
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Progression of Learning

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| ‘Link It’  | ‘Learn It’ | ‘Check It’  | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils * Knowledge of plants
* Observations of plants in the immediate environment
 | Activities provided during lesson Resources **PPTs** **Pictures** **Seeds****Plants** Activities to explore – - pictures of plants - Plants and soil  | Independent activities linked to lesson Resources **PPTs** **Books** **Pictures** Activities- -Plants and soil - Pictures of plants Opportunities to demonstrate knowledge  | How will the pupils share knowledge during or end of lesson**Explore and discuss photographs of lessons**Share and compare work  | Retrieve or generalization of learning after lesson * Understand what plants need to grow
* Understand the different parts of a plant
* Demonstrate some knowledge of photosynthesis
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