Springfield School

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| Blackbirds Class Medium Term Planning for Science 2 | |
| Topic: India | Vocabulary: Seed, plant soil, stem, leaf, flower, roots, photosynthesis |

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| **Lesson 1 ‘learn it’**  **What is photosynthesis**  Exposition – What is photosynthesis?  Groups – Set up a model of the plants and the process of photosynthesis  Plenary – Share work | **Lesson 2 ‘learn it’**  **Explore how plants use water**  Exposition – How do plants use water? Where does the water go?  Groups – Create models of the plants using straw to demonstrate how the water transfers from the roots through the plant.  Plenary – Share work. | **Lesson 3 ‘show it’**  **Growing plants**  Exposition – Growing plants  Groups – Grow and take care of plants in the environment  Plenary – Share work. | **Lesson 4 ‘show it’**  **Growing plants**  Exposition – Growing plants  Groups – Grow and take care of plants in the environment  Plenary – Share work. |
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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**   |  | | --- | | 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. |

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 |