

**Final Outcome: We are working towards knowing how to plant a bean so that it grows successfully. We are working towards knowing the name of each part of a plant.**

**Component 6: How do plants grow?**

**What we will know after this sequence:**

LQ: Can I observe closely the growth of a bean plant?

Look at beans planted in lesson 1.

Identify how the bean plant has grown.

What has changed?

Answer questions about what plants need to grow well and give reasons for answers.

**Vocabulary:**

Bean, plant, grow, live, observe

**SEN:**

Key words with images.

Provide an alternative way of recording if necessary.



**Component 4: Terrific trees**

**What we will know after this sequence:**

LQ: Can I identify and name common trees?

Focus: deciduous and evergreen trees.

Sort leaves into deciduous and evergreen.

Identify and classify trees by their leaves.

**Vocabulary:**

Deciduous, evergreen, trees, leaves

**How will this feed into my next learning:**

We will have an awareness of many of the parts of a plant ready to make and label a picture.

**SEN:**

Key words with images.

Provide an alternative way of recording if necessary.



**Component 5: Parts of plants**

**What we will know after this sequence:**

LQ: Can I identify and describe the basic structure of a variety of common flowering plants including trees?

Make picture of a plant using a variety of materials.

Label each part of the plant.

**Vocabulary:**

Plant, flower, leaf, petal, stem, root

**How will this feed into my next learning:**

Use knowledge of plant parts to understand how plants grow.

**SEN:**

Key words with images.

Video available.

Provide an alternative way of recording if necessary.



**Component 3: In the garden**

**What we will know after this sequence:**

LQ: Can I identify and name a variety of common garden plants?

We will observe real flowers including some with roots attached under a magnifying glass.

Discuss what we notice and what is the same/different.

Draw a picture of a garden featuring a variety of common garden plants that we have observed.

**Vocabulary:**

Garden, flower, roots, magnifying glass, observe

**How will this feed into my next learning:**

Be able to identify and classify.

**SEN:**

Key words with images.

Video available.



**Component 2: Wild plants**

**What we will know after this sequence:**

LQ: Can I identify and name a variety of common wild plants?

Make preparations for an outdoor walk.

We will go on a wild plant hunt and using a magnifying glass to observe. Identify and name common wild plants.

Gather and record data on wild plant hunt.

Use information collected in answering questions by finding out which plant is the most common.

**Vocabulary:**

Wild, plant, magnifying glass, record, data

**How will this feed into my next learning:**

To know the difference between wild plants and garden plants.

**SEN:**

Key words with images.

Provide an alternative way of recording if necessary.



**Component 1: Planting beans**

**We should know:**

Be able to identify some common flowers and plants and some parts.

**What we will know after this sequence:**

LQ: Can I identify and describe the basic structure of a variety of common flowering plants?

To plant a bean.

Ask simple questions about planting a bean.

Recognise that these questions can be answered in different ways in the context of considering what plants need to grow.

Write clear and precise instructions for how to plant a bean.

**Vocabulary:**

bean, plant, grow, live, flower, grow, observe, compost

**How will this feed into my next learning:**

We know some common plants to look for in preparation for a wild plant hunt.

**SEN:**

To be pre-taught vocabulary.

Instructions with images.

Key words with images.

