



# Which plants would Little Red Riding Hood find in our school?



1. Can we name the different parts of a plant?
2. How do we take care of a plant to help it grow?
3. Can we plant a bean/seed and record the growth?
4. Can we identify and name some of the different plants and trees we see in our school?
5. Which trees are deciduous and which are evergreen?
6. Which plants can be eaten and which cannot?

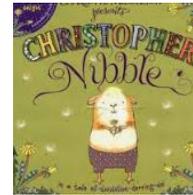
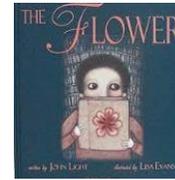
## Hook for Learning:

### Books:

Little Red Riding Hood  
The Flower  
Christopher Nibble

### Practical:

- Planting seeds and bulbs



## Vocabulary:

- Evergreen
- Bulbs
- Deciduous
- Trunk
- Vegetable
- Wild plant
- Environment
- Blossom
- Petals
- Branches

## We learn the following scientific knowledge and skills:

- Identify and describe the basic structure of a variety of common flowering plants, including trees.
- Explore local environment and answer questions about plants growing in their habitats.
- Observe how plants change over time.
- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- Use own observations and ideas to suggest answers to their questions.

## RE Links:

- Recognise ways we can look after God's wonderful world. *(Creation unit)*
- Suggest ways in which people's actions might spoil the world. *(Creation unit)*

## As Thinkers can we...?

- Think about and sort plants that can be eaten and those that cannot.
- Think about what a plant needs to grow.

## As Talkers can we...?

- Predict and talk about what a plant needs to grow.
- Talk about similarities and differences of plants.

## Using Technology can we...?

- Use ICT to research plants/trees.
- Take photographs of the school grounds.

## As Writers can we....?

- Label parts of a plant.
- Write a set of instructions for planting a bean/seed.
- Create a poster about taking care of plant.

## **Previous Knowledge from EYFS:**

### ***Understanding the world:***

- I can describe what I see, hear and feel whilst outside. (Senses)
- I can understand the effect of changing seasons on the natural world around them.

## **Expected outcomes from this unit**

### **Secure:**

#### **Scientific Knowledge:**

- I can identify and name a variety of common wild and garden plants.
- I can identify and name a variety of deciduous and evergreen trees.
- I can identify and describe the basic structure of a variety of common flowering plants, including trees.

#### **Working Scientifically:**

- I can make careful observations of seeds and plants.
- I can explore and observe the world around me which leads me to ask some simple scientific questions about how and why things happen.
- I can make close observations of plants.
- I can identify, classify and sort plants from my observations.
- I am beginning to explain my choices using simple scientific language.
- I can identify similarities and differences between plants and begin to sort them according to a given criteria.

## **Expected outcomes from this unit**

### **Exceeding:**

#### **Scientific Knowledge:**

- I can describe more detailed features of seeds and plants.
- I can make comparisons of different plants and seeds, explaining my ideas clearly.
- I can identify, name and describe the basic structure of a variety of common flowering plants.
- I can identify, name and describe a variety of common wild and garden plants.
- I can identify and name a variety of fruit and vegetable plants.
- I can identify and describe the basic structure of a variety of common plants, offering comparisons.
- I can identify and name a wide variety of common wild and garden plants, including deciduous and evergreen trees.

#### **Working Scientifically**

- I can independently make careful observations of seeds and plants.
- I can explore the world around them which leads me to ask more complex scientific questions about how and why things happen.
- I can make close observations of plants and can compare and contrast my observations.
- I can observe the natural world around me and compare simple features of objects, materials and living things.
- I can identify, classify and sort plants from their observations, choosing my own criteria for classifying and sorting.
- I am able to explain my choices using simple scientific language.
- I can identify similarities and differences between plants and sort them both according to a given criteria and my own criteria.