

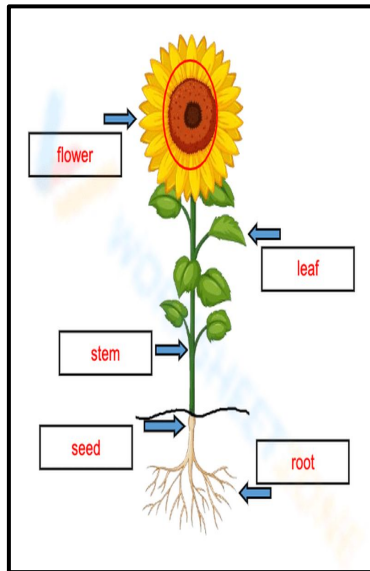
Prior learning:

Year 1:

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants)
- Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants)

In this topic, we are learning to:

- Observe and describe how seeds and bulbs grow into mature plants.
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.



seeds

bulbs

Key Vocabulary:

| | |
|----------|--|
| flower | The bloom or blossom of a plant. |
| leaf | Generally the green, flattened part of the plant that grows from the stem. |
| stem | The main part or trunk of a plant. |
| root | The part that generally grows underground and absorbs water and minerals. |
| seed | A small part produced by plants that can grow a new plant. |
| bulb | A round, tear-shaped part of a plant that can grow a new plant. |
| mature | Fully developed and fully grown. |
| grow | To get bigger. |
| healthy | Has no illness or disease stopping it from growing. |
| suitable | Just right for a certain purpose. |

Questions you will know the answers to...

- What do seeds and bulbs need to grow and be healthy?
- What does a healthy plant look like?
- Does the size of a plant show if it is healthy?



Working Scientifically Assessment Focus:

ASKING QUESTIONS

- Ask simple questions and recognise that they can be answered in different ways.
- While exploring the world, the children develop their ability to ask questions (such as what something is, how things are similar and different, the ways things work, which alternative is better, how things change and how they happen). Where appropriate, they answer these questions.
- The children answer questions developed with the teacher often through a scenario. The children are involved in planning how to use resources provided to answer the questions using different types of enquiry, helping them to recognise that there are different ways in which questions can be answered.

RECORDING DATA

- Sharing their ideas to say what they think might happen in an investigation using prior knowledge and scientific understanding, using them stem sentence "I think this will happen because ..."