

YEAR 2—SUMMER 1—Plants

Things to include each half term:

- 1 x active learning
- 1 x outdoor science lesson
- 3 x experiments/investigations
- 1 x child-led investigation
- 3 x examples of working scientifically

Science display:

- Key Words
 - Key Questions
 - Photographs of children's investigations
 - Photographs of different types of plants
 - Children's work
- Washing line
 - Plants at different stages of growth

*wash hands before and after

*children working independently with own equipment or in small groups (6) sharing equipment

*any equipment to be quarantined before and after use

*children seated forward facing, side by side

Science Adventure Medium Term Planning

Science 1 – 2 hours

ACTIVE LEARNING **SCIENTIFIC LEARNING**

L.O. I can identify and describe the basic structure of a variety of common flowering plants, including trees.

Provide the children with a variety of seeds and bulbs.

They are not told what they are. Chn to discuss what they have noticed and to think about different ways that they can sort them.

Activity – to make observational drawings of the seeds and bulbs. (Children can come back to this later in the topic to see if they can now label their drawings).

Science 2 – 2 hours

ACTIVE LEARNING **OUTDOOR LEARNING**

L.O. I understand what a plant is and can identify and name different types of plants.

Show children a selection of different plants, can they name any of them. What do they think our topic is this half term? Can the chn name any plants in our local area? Go outside and look in school grounds. What do plants need to grow? Show video explaining different types of plants.

Activity – Chn to discuss their knowledge and create KWL grid. What is their definition of a plant?

Science 3 – 2 hours

ACTIVE LEARNING **SCIENTIFIC LEARNING** **INVESTIGATION**

L.O. I know what a plant needs to survive

Recap previous learning, what is a plant? Look at pictures of fruit and veg and explain that some parts of plants are edible. Show different bean plants what beans do children know? Show life cycle of bean and ask what we need before we plant a bean. Show instructions.

Activity – Plant beans in small groups following instructions. To complete bean diary by drawing a picture and adding date.

Science 4 – 1 hour

INVESTIGATION **SCIENTIFIC LEARNING**

CHILD LED INVESTIGATION

L.O. I know what plants need to survive.

Recap last week's lesson. What does a plant need to survive?

Work in pairs and create a picture of what a plant needs to survive. Investigation into what plants need.

Activity – Plant cress seeds under different conditions (water/light). Chn to predict (introduce prediction) in pairs which seeds will grow best and why. To draw and label plants – where they will be kept, conditions and prediction.

Science 5 – 1 hour

SCIENTIFIC LEARNING

L.O. I know the functions of the different parts of a plant.

What plants do the children remember? Show pictures of different flowering plants and ask what is the same/different. Discuss the different parts of a plant and it's function.

Activity – to draw and label a diagram of a flowering plant.

*Check cress and add observations to chart

Science 6 – 2 hours

SCIENTIFIC LEARNING **INVESTIGATION**

L.O. I can understand the lifecycle of a bean
Odd one out – images of seeds at different stages in life cycle. Look at the different beans and discuss. What has happened? Have they stopped growing? What will happen next. Discuss life cycle of a bean (video time lapse).

Activity – children to complete a lifecycle of the bean. Label and explain each stage of the cycle.

*Check cress and add observations to chart