



SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy

"Journeying together with Jesus Christ, we learn to love and love to learn."



Medium Term Planning Creative Learning Journey

Subject: Science	Topic: Plants	Differentiation
<p>NC Links: Working scientifically –</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions. <p>Year 1 Plants -</p> <ul style="list-style-type: none"> • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Year 2: Plants –</p> <ul style="list-style-type: none"> • observe and describe how seeds and bulbs grow into mature plants <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>		
<p>Lesson 1: I can identify and describe different parts of a plant.</p> <p>Working Scientifically objectives: Observe the different parts of a plant, suggest answers to questions,</p>	<p>Have a selection of flowers on the tables, use cutting boards, knives and magnifying glasses to explore the different parts of the plant. Encourage the children to discuss their names and their jobs. Feedback as a group – what did the group observe and find out?</p> <p>Use information sheets 9, 10, 14, 20, 22 from (roots, stems, leaves and flowers). Share between the groups of children and ask them to find out the job of specific parts of the flower. Make notes on post it notes of the key parts of the plant.</p>	<p>All children – Create a picture of a plant using the resources, label it and describe what the different parts do.</p> <p>LA/SEND – make a picture of a plant and label the different parts</p> <p>MA - make a picture of a plant and label the different part, include a short description of its job.</p>



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	Year 1s – HA to read to the group.	HA – As above, include a description of its job and use some scientific vocabulary e.g. nutrients, roots, skeleton, leaves, stems, tubes, growth, energy, carbon dioxide, photosynthesis. Oxygen. Challenge: Where do you think the best place to grow a plant would be? Why?
<p>Lesson 2:</p> <p>I can identify and name common wild and gardening plants</p> <p>Working scientifically: asking simple questions and recognising that they can be answered in different ways</p> <p>identifying and classifying</p>	<p>Start with this video: https://www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/zw2y34j</p> <p>Can you name any plants? What plants do you see around school or in your garden?</p> <p>Send children to the tables, explore the pictures of plants – what have you observed? What can you see? Can you name any of the plants?</p> <p>Work through the PP to identify and name the garden plants</p> <p>Now look at the wild garden powerpoint – what do you notice? Anything similar? Give each table a set of wild plant cards. Call out the names of each wild plant and children have to select it – can make this harder by describing e.g. I am red with a black centre.</p>	<p>LA/SEND – classify the flowers as garden and wild plants by sorting the pictures</p> <p>MA – as a group create a classification key using the headings provided for wild garden and wild plants</p> <p>HA – complete the classification keys for wild plants</p> <p>Year 2 – MA - complete the classification keys for wild plants - 6 HA – create own classification key – 8</p> <p>Challenge: How do sunflowers get in the garden? How do poppies get in the field? What is the difference?</p>



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<p>Lesson 3: I can identify and name common trees including deciduous and evergreen trees.</p> <p>Working scientifically: identifying and classifying gathering and recording data to help in answering questions.</p>	<p>HOMEWORK – LEAF HUNT - Before the lesson, ask the children to collect a variety of deciduous and evergreen leaves for homework.</p> <p>Introduce the topic of today's lesson. What do you think makes a tree an evergreen? Do you know what time of year deciduous trees start to lose their leaves? Describe the annual cycle of a deciduous tree, linking to what we know about the seasons.</p> <p>In pairs, children identify the leaves they have collected by matching them to the photos on the Tree Hunt Activity Sheet. Using the Tree Powerpoint, discuss which was the most common. Invite the children to share any leaves they collected that were not on the Tree Hunt Activity Sheet.</p> <p>Develop a criteria/description to identify 2 types of trees (use the descriptions that are given on the Lesson Presentation as prompts). Children sort the leaves into two groups: deciduous or evergreen. If the children haven't collected leaves at home, they can use the tree sorting cards.</p>	<p>All children in the school grounds (if raining use real pictures)</p> <p>LA/SEN – Making observational drawings of deciduous and evergreen trees and write words to describe their appearance/differences.</p> <p>HA/MA – Making observational drawings of deciduous and evergreen trees and describing the difference between them.</p> <p>Y2 Challenge: Include a comma list to show example of trees in each category e.g. some examples of deciduous trees are an oak, a beech and an ash tree.</p>



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<u>Applied Write opportunities:</u>		
<u>Key Vocabulary:</u> Tier 2 - Tier 3 -		