

Plants – Year 2 Unit – Year A

Retrieval vocab: N/A New Vocab: As for Year 1 plus light, shade, sun, warm, cool, water, grow, healthy, habitat, arctic, rainforest, desert, temperature, soil, nutrients, germinate, thrive, life cycle,			Previous learning • 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)		Links with Vision and Values. <i>Provide a broad and balanced curriculum within a variety of learning environments that develop individual potential.</i>	
	Working scientifically/ enquiry focus	Curriculum Strand/ Focus	Small step objective	Previous learning within unit	Lesson content	Outcome
1	Comparative / fair testing	Plants	Investigate what plants need to grow and stay healthy.	N/A	How can we investigate what a plant needs to grow and stay healthy? Set up investigation with cress seeds.	The children can: Identify when a plant is healthy. Give their ideas about what plants need to stay healthy. Suggest ways to find out what plants need to stay healthy.
2	Identify and classify	Plants	Identify the parts of a seed that will grow into a plant and explain how it will germinate.	<i>Identify when a plant is healthy. Give ideas about what plants need to stay healthy. Suggest ways to find out what plants need to stay healthy.</i>	What is inside a seed? What do seeds need to germinate and grow?	The children can: Identify the parts of a seed that will grow into a plant. Explain what a seed needs to begin to grow. Explain what ‘germination’ means.
3	Research	Plants	To describe the life cycle of a plant.	<i>As above Identify the parts of a seed that will grow into a plant. Explain what a seed needs to begin to grow. Explain what ‘germination’ means.</i>	What is the life cycle of a plant?	The children can: Explain how a plant changes as it grows. Put the stages of a plant’s life cycle in order. Describe which stage of its life cycle a plant is in.

4	Research Comparative/ fair testing	Plants	Record and display knowledge of what plants need to stay healthy in the form of an information poster, using the results of our investigation.	<i>As above Explain how a plant changes as it grows. Put the stages of a plant's life cycle in order. Describe which stage of its life cycle a plant is in.</i>	How can we show that we know what plants need to stay healthy?	The children can: Create an information poster about keeping plants healthy to showcase their knowledge.
5	Research	Plants	To research and explain how plants are suited to their habitats.	<i>As above Create an information poster about keeping plants healthy to showcase their knowledge.</i>	How have plants adapted to survive in different habitats?	The children can: Explain that plants have different features that make them suited to where they live. Identify plants that live in hot, dry, cold or wet places. Explain how I know which type of habitat each plant grows in.
6	Research	Plants	Create a plant that could survive a particular habitat – arctic, rainforest, desert.	<i>As above Create an information poster about keeping plants healthy to showcase their knowledge.</i>	If we could create a plant, what would it look like? Where would it grow?	The children can: Create an imaginary plant and describe it's features and its habitat, based on their knowledge of plants.
	Observing over time	During the unit, children will plant and grow cress seeds to find out what plants need to grow and stay healthy.				