



Class 1

Madron Daniel Science Small Step Progression

Plants – Year 1 Unit – Year A						
Retrieval vocab: New Vocab: Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, Names of trees in the local area, Names of garden and wild flowering plants in the local area			Previous learning Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes. (Early Learning Goal)		Links with Vision and Values. <i>Stimulate in every child a sense of curiosity and excitement about the world</i>	
	Working scientifically/ enquiry focus	Curriculum Strand/ Focus	Small step objective	Previous learning within the unit	Lesson content	Outcome
1	Identify and classify	Plants	Identify different plants, plant a seed and ask a question about how it will grow.	NA	What do these plants have in common? What is similar and different about them?	The children can: Identify what a plant is and say what is similar and different about them. Plant a seed.
2	Identify and classify. Observing over time	Plants	Identify and describe the basic structure of plants.	<i>As above Identify what a plant is and say what is similar and different about them. Plant a seed.</i>	What are the names of different parts of a plant?	The children can: Label the basic parts of a plant. Make observations of their bean plant.
3	Research	Plants	Research the botanist and author Beatrix Potter.	<i>As above label the basic parts of a plant. Make observations of their bean plant.</i>	Who was Beatrix Potter?	The children can: Create a fact file after carrying out research on the author and botanist Beatrix Potter.



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4	Identify and classify. Observing over time	Plants	Understand what plants need to grow.	<i>As above Label the basic parts of a plant. Make observations of their bean plant.</i>	What does a plant need to grow?	The children can: Explain what a plant needs to grow.
5	Identify and classify. Comparative/ fair testing Observing over time	Plants	Name a variety of common wild plants and investigate which are most common.	<i>As above Explain what a plant needs to grow.</i>	What are our local wild plants called? How can we find out which are the most common?	The children can: Name a variety of plants that grow wildy and investigate which are the most common in the school grounds/local area. Create a class pictogram.
6	Identify and classify Observing over time	Plants	Identify, name and describe the basic structure of deciduous and evergreen trees.	<i>As above Name a variety of plants that grow wildly and search for them in the school grounds/local area. Create a class pictogram.</i>	Are trees a type of plant?	The children can: Explain that trees are a type of plant and identify the basic features of a tree. Begin to identify deciduous and evergreen trees.
7	Identify and classify. Observing over time	Plants	Name a variety of common fruit and vegetable plants that we can eat.	<i>As above Explain that trees are a type of plant and identify the basic features of a tree. Begin to identify deciduous and evergreen trees.</i>	Can we eat plants?	The children can: Identify plants that we can eat.

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⁸	Identify and classify Observing over time	Plants	Name and compare a variety of common plants.	<i>As above Identify plants that we can eat.</i>	How can we group plants?	The children can: sort plants based on their features.
⁹	Identify and classify Observing over time	Plants	Identify and sort a variety of different leaves.	<i>As above Sort plants based on their features.</i>	What is a leaf?	The children can: identify similarities and differences between different leaves. Sort leaves based on their appearance.