Alexander Hosea Curriculum Map – Year 1 **Subject: Science (Plants)**

Programme of Study Statements

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.

Key Vocabulary

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

Investigations and Skills for thinking like a Scientist





Comparative Tests	Identify & Classify	Observation over time	Pattern seeking	Research
Which type of compost grows the tallest sunflower? **Which tree has the biggest leaves?**	How can we sort the leaves that we collected on our walk?	How does a daffodil bulb change over the year? How does my sunflower change each week? How does the oak tree change over the year?	Do trees with bigger leaves lose their leaves first in autumn? Is there a pattern in where we find moss growing in the school grounds?	What are the most common British plants and where can we find them? How did Beatrix Potter help our understanding of mushrooms and toadstools?

Sticky Knowledge:

- Plants grow from seeds/bulbs
- Plants need light and water to grow and survive
- Plants are important
- We can eat lots of plants

Prior Knowledge:

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (Revised Early Learning Goal – Natural World)

Potential Evidence to support our Scientists:

Can name trees and other plants that they see regularly

- Can describe some of the key features of these trees and plants e.g. the shape of the leaves, the colour of the flower/blossom
- Can point out trees which lost their leaves and those that kept them the whole year
- Can point to and name the parts of a plant, recognising that they are not always the same e.g. leaves and stems may not be green

Big Question:
How many types of plant are there?

Future Knowledge:

Observe and describe how seeds and bulbs grow into mature plants. (Y2 - Plants)

Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Y2 - Plants)

Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2 - Living things and their habitats)

Cultural Capital		
Visits and visitors Redwood Gloucestershire Wildlife Trust Westonbirt Arboretum	**Experiences and events** Growing own vegetables in the school gardens Selling your own vegetables. Vegetable competition at summer fayre.	**Key texts** ***Tree: Seasons Come, Seasons Go*** *(Patricia Hegarty and Britta Teckentrup)* ***A Little Guide to Wild Flowers*** *(Charlotte Voake)* ***The Things That I LOVE about TREES*** *(Chris Butterworth)* ***Harry's Hazelnut*** *(Ruth Parsons)* *Roots, Stems and Leaves (Ruth Owen)* **Jack and the beanstalk** **Edie's Garden** **Oliver's Vegetables**
Community events and links Summer Fayre	**Global issues** Bee populations	**Famous people** Beatrice Potter (Author & Botanist) Alan Titchmarsh
Life Skills Teamwork Problem Solving Resilience Making Links	**Key places** Lower woods Local Allotments School garden	