

Pioneer Federation
Medium term plan
Cycle 1, Term 2
Science



Subject: Science

Key Concept/ Theme: *Science plants- Year 2 focus bulbs, seasonal planting*

Prior Learning links:

Year 2 will have learnt in previous topic year 1: Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen. Identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers.

Vocabulary:

Trees - deciduous, evergreen

Wild flowering plants

Garden plants – crocus, daffodil, bluebells,

Parts of plants – roots, branch, trunk, stalk, leaf, flower, petal, seeds, bulbs and twigs

Need of plants – water, light, heat, temperature

<p>School specific areas to cover (where applicable):</p> <p>Chiddingly:</p> <p>Use of wild garden in pond area, long grass, forest school- trips to forest. Flower growing area for bulbs.</p>	<p>East Hoathly:</p> <p>Forest school- trips to forest</p> <p>Local area around the school for growing- longer grass/wild area on field.</p>	<p>SMV:</p> <p>Forest school- trips to forest</p>	<p>Park Mead:</p> <p>Forest school- trips to forest</p>
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<p>1.</p>	<p>Deeper learning question: Are all seeds the same?</p> <p>Prior learning reconnection (year group, cycle & term): Cycle 1 year 1/2 Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen. Identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers. Reception will have learnt about plants and how they grow, they will have planted seeds, looked at seasons and weather and the affects.</p> <p>LO: Let's learn how to sort seeds. Link back to the skill of observing in term 1- link to our knowledge of senses.</p> <p>Enquiry skill: sorting/classifying</p> <p>Activity: What do I know? Concept cartoons to identify knowledge linking back to previous learning. How many ways can we sort seeds? SEND could have a seed chart to help. You could have a garden centre role play area this term and give out weekly roles to care for plants.</p>
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	<p>Future learning links: Some of this topic will be covered in sessions in different seasons. Science week in March will incorporate activities about planting seeds/warmer conditions for growing and observing. This terms sessions will cover bulbs and winter/Autumn plants. Children to also collect acorns, conkers and anything from trees to collect and store for future planting.</p>
2.	<p>Deeper learning question: Are bulbs seeds? What do all plants need to survive? Reconnection: Are all seeds the same? Link back to observing in term 1. LO: Let's learn about the basic needs of a plant Activity: Provide a range of different seeds/bulbs. Where do they come from- have fruit and veg cut in half to look at too- choose seasonal veg to focus on. What do they need to grow? Children to look at the basic needs of a plant- link to previous unit of basic needs of a human. Link to David Attenborough in today's world and how to care for our planet in the modern world.</p>
3	<p>Deeper learning question: Do all seeds/bulbs germinate in the same way? Reconnection: What do all plants need to grow and survive? LO: Let's learn about how plants grow into mature plants. Enquiry focus: Record Activity: Look at seasonal fruit and veg. Do all seeds/bulbs germinate in the same way? This week children to plant garlic and watch how it grows. (compare to cress in week 5 and then in term 4 when we use twigs/cuttings, conkers, acorns...)</p>
4	<p>Deeper learning question: What do bulbs need so that can grow healthily? Reconnection: Recording week by week garlic. How do plants grow? LO: Let's compare and recognise the best places to grow bulbs. Enquiry focus: Measure Record- conclusions when completed recording in year. Activity: Planting bulbs. Give the children pictures of the plants they are growing. Use the garden area to design and plant bulbs. Class to make a laminated observation card to record when they see the first shoots, then record over time as this will be collecting information over the year. This could be from the team of gardeners set up in the first week. Children to design a garden then plant the bulbs.</p>
5	<p>Deeper learning question: Do plants need light to grow? Reconnection: Is it important where we put plants to grow? Use slides from previous lessons to review. LO: Let's learn how plants need light in order to grow. Enquiry focus: Measuring Conclusion Activity: Plant cress in different places, children to design the question and then decide where they will put the plant. Observe over the next few weeks and measure- children to choose which part of the plant to measure for the experiment. Then children to draw conclusions.</p>
6	<p>Quiz in groups Time to review all experiments and conclude if grown-use week6/7</p>
End points:	

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To be able to use tables to record, measure and conclude when growing different plants. To sort and classify when learning about seeds and bulbs. To be able to describe how bulbs are planted in autumn and grow in spring. To know that plants and trees need light, temperature and water to grow and survive. To compare when investigating the difference in growth changing light, water or temperature. Investigations over time.