



	National Curriculum Links	Overview	Assessment/Questions	Resources
LESSON	Plants - Identify and describe the basic structure of a variety of common flowering plants. Working Scientifically - Asking simple questions and recognising that they can be answered in different ways. - Observing closely, using simple equipment. Learning Objective(s) - To learn the parts of a flowering plant, including the root. Success Criteria - I can look closely at the parts of a flowering plant. - I can record my observations of the parts of a flowering plant. - I can name the parts of a flowering plant.	Prior learning The children will have had the opportunity to observe plants in their natural environment outside. They will have learned the name of the parts of a plant above ground, but will not have looked at the roots of the plant. Introduction Review what the children have learned so far. What are the parts of the plant that you have learned? Why have we not dug up the plants growing in their natural environment before, when observing them closely? The children can be told that they can dig up a flowering plant that has been grown from a bulb, specifically for the purpose of observation and learning. It has not been removed from its natural habitat. <i>N.B. The teacher will need to have planted the flowering plant specifically for this purpose in pots or special beds.</i> Activities The class teacher could take a flowering plant which has grown from a bulb (such as a daffodil) and should remove the soil from around it to reveal its roots and bulb, so that the children can observe and draw all these main parts. They can be shown detail e.g. root hairs (tap and lateral roots). The children could also be shown the parts of a flowering plant which has grown from seed, such as a dianthus. For each close observation of these growing plants, the children could use magnifying glasses to help them see smaller plant details. - What is the same about each of the plants? - What is different about each of the plants? The children are to record their observations through notes/drawings/photographs of these plants. Refer to Chester Zoo's Conservation Knowledge Organiser for Year 1 for a	- What do you already know/have you learned about plants? - What are the parts of the plant that you have learned? - Why have we not dug up the plants growing in their natural environment, when observing them closely? - What is the same/different about each of the plants? - Can you name the different parts of the root? - What influences the growth/survival of the plants? - What has a positive/negative effect?	- Magnifying glasses. - Range of common flowering plants (daffodil, tulip and dianthus). - Range of non-fiction information texts on common wild and garden plants, including deciduous and evergreen trees. - Chester Zoo's Conservation Vocabulary Knowledge Organiser for Year 1. - Paper to record observations. - Camera/iPads. - Cards for games i.e. 'Snap' or 'Pairs'. - Plant Structure Activity.





		visual learning aid to support them to learn: • basic plant structures (leaves, petal, flower, bulb, stem, trunk, roots, branches, fruit). <i>N.B. Children to be encouraged to ask their own questions about the conservation of these plants. Children to consider questions such as:</i> • <i>What influences the growth/survival of the plants?</i> • <i>What has a positive effect? What has a negative effect? (By nature and by man).</i> The children could play 'Snap' or 'Pairs' with a set of cards containing either the names of the parts of the plant or images of these parts. Possible ongoing work The children could be encouraged to plant their own common flowering plants at home and to make observations/photographs of the plant as it grows. Plenary Review the children's understanding of the main parts of the flower. Revisit key questions. Review the children's own questions about the conservation of the plants.		
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