

Topic:	Year group	Term
Caring for the planet (planting B)	1	Number of sessions

Background knowledge

Planting B

children explore how the seeds they planted in the 'Planting A' block have changed over time. They should be given the opportunity to look back over the plants' growth across the term and explain how their plants have changed. This step is an opportunity to recap the parts of a plant and encourage children to use correct vocabulary when commenting on how their plant has changed over time.

children continue to explore plant growth over time by planting during spring. In the previous "seasonal changes" block, children identified that in spring the weather is becoming warmer and plant life is starting to regrow after the colder winter months. Children could plant a range of flowering plants and vegetables to see how they change over time.

Caring for our planet


This is the first time children look at the concept of sustainability. In Year 1, children do not need to use the terms "sustainable" or "sustainability", but they should understand that if an action can be done forever or long term then it is sustainable or helpful for the planet. If it cannot, then it can be harmful for the planet or unsustainable. Children think about our planet and why it is important to care for it. They explore their role in looking after the planet to create a sustainable future for themselves and future generations. This will enable them to think about the positive impact they can have on the planet, both locally and in the wider world.

Common Misconceptions

- Children may not realise that we need to consider our whole lifestyle when caring for the planet and that it is not just one isolated action.

What should I already know?

Some children may have some ideas of how to care for our environment but will need some guidance.

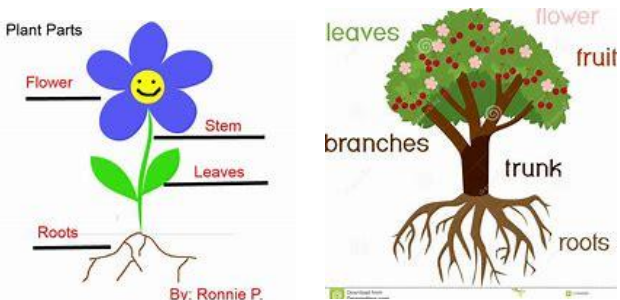
National Curriculum Objectives / Key Skills	The Journey
<ul style="list-style-type: none">Identify and describe the basic structure of a variety of common flowering plants, including trees. <p><u>Working scientifically</u></p> <p>Observing closely, using simple equipment.</p> <p>Gathering and recording data to help in answering questions.</p> <p>Using their observations and ideas to suggest answers to questions.</p> <p>Explore the world around them and raise their own questions (non-statutory).</p> <p><u>Scientific enquiry</u></p> 	<p>Planting B:</p> <ol style="list-style-type: none">Observe changesPlant <p>Caring for our planet:</p> <ol style="list-style-type: none">Why is it important to care for our planet?How can we care for our planet?

Outcomes

Working towards: Identify the basic structure of a variety of common flowering plants, including trees.

Expected: Identify and describe the basic structure of a variety of common flowering plants, including trees.

Exceeding: Identify and describe the basic structure of a variety of common flowering plants, including trees giving examples.

Key Vocabulary	Timeline / Diagrams
<p>Plant - a living thing that usually grows in soil</p> <p>Seed - a part of a plant that can grow into a new plant</p> <p>Earth - the planet we live on</p> <p>Animal - a living creature</p> <p>Helpful - an action that is useful</p> <p>Harmful - an action that causes hurt or damage</p> <p>Material - what an object is made from</p> <p>Recycle - to change rubbish into a material that can be used again</p> <p>Reuse - to use again or use more than once</p>	 <p>The left diagram, titled 'Plant Parts', shows a simple flower with a yellow smiley face. Labels with lines pointing to the parts are: 'Flower' (the petals), 'Stem' (the central stalk), 'Leaves' (the green leaf-like structures), and 'Roots' (the underground part). The text 'By: Ronnie P.' is at the bottom.</p> <p>The right diagram shows a tree. Labels with lines pointing to the parts are: 'leaves' (the green foliage), 'flower' (small pink blossoms), 'fruit' (small red round objects), 'branches' (the spreading parts of the tree), 'trunk' (the main vertical stem), and 'roots' (the underground part).</p>

Key people / places
<p>STEM scientist - climate</p>

Assessment questions / outcomes
<ul style="list-style-type: none"> • Where are the roots/stem/leaves/flowers? • What equipment will you use to plant the seeds? • Where will you keep the planted seeds? • What will happen to the seeds over time? • How often will you look for any changes?