



Edenfield C E Primary School

Medium Term Plan - Sequence and Progression

Subject: Science

Unit: Year 1 - Plants

Key Vocabulary

- Parts of the body for animals: head, leg, body, beak, wing, senses (eyes, ears, nose, mouth/mouth parts, hands/paws/claws/talons).
- Features linked to movement: fly, swim, crawl, run, climb.
- Features linked to body covering: feathers, fur, scales, colour, camouflage.
- Common animal types: mammal, bird, fish, amphibians, reptiles.
- Comparative language: tall/taller/tallest, long/longer/longest, similar to, different from.
- Describe, observe, compare, because.
- Expressions making generalisations, e.g. 'most have...'

Lesson Sequence

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| 1. LO: To compare and group common plants |
| 2. LO: To compare and contrast different types of plants |
| 3. LO: To observe and draw different plants in the local environment |
| 4. LO: To identify basic structures of flowering plants |
| 5. LO: To observe plants using a magnifying glass |
| 6. LO: To record what they have found out about different plants |
| 7. |
| 8. |
| 9. |

Skills

Working Scientifically

By the end of the unit pupil will know:

- Identify and name a variety of common wild and garden plants, including deciduous and ever-green trees.
- Identify and describe the basic structure of a variety of common flowering plants, including trees.

- By observing closely, perhaps using magnifying glasses.
- By comparing and contrasting familiar plants.
- By describing how they were able to identify and group them.
- By drawing diagrams showing the parts of different plants including trees.
- By keeping records of how plants have changed over time, for example the leaves falling off trees and buds opening.
- By comparing and contrasting what they have found out about different plants.