

Plants	Year 1 Spring 1
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	Prior Knowledge	New Knowledge	Future Knowledge
Science	Study of different leaves, plants and trees at Forest School and in the outdoor learning environment, such as studying and dissecting different parts of a sunflower. (EYFS)	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.	Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Y2)
DT	Cooking & Nutrition: Discuss how to lead a healthy lifestyle. (YR)	Cooking & Nutrition: Spread - soft ingredients, e.g. Hummus. Snip - fresh herbs, spring onions. Cut - low resistance foods with a table knife into pieces/slices, e.g. canned pineapple slices, sticks of pepper, mushrooms - use a fork to secure foods.	Cooking & Nutrition: Measure - using different size measuring spoons, e.g. Liquids - refer to ingredients in simple fractions, e.g. half, quarter. Thread - thread soft foods onto cocktail sticks, e.g. fruit kebab – strawberries, satsuma segments. Cut - low resistance foods with a table knife into equal size pieces/slices, e.g. canned pineapple slices, sticks of pepper, mushrooms - use a fork to secure foods. (Y2)

Key Questions	Key Individuals	Key Vocabulary
What type of tree is an oak tree? What type of plant is a holly bush? What does it mean to be deciduous/evergreen? What is the basic structure of a plant? How are common flowering plants and trees different? Why do some trees lose their leaves in autumn?	<p>Jane Colden (1724-1766) was the first female botanist working in America, she studied plants throughout America, making many illustrations.</p> <p>Sir Joseph Banks (1743-1820) a famous 'plant hunter', who travelled with Captain Cook and advised George III when setting up the Royal Gardens at Kew.</p> <p>Jeanne Baret (1740-1807) the first woman to sail around the world, who introduced around 70 plants to Europe.</p>	<p>Deciduous - a plant loses its leaves, usually in autumn. The leaves will then grow again in spring.</p> <p>Evergreen - a tree that has green leaves throughout the entire year.</p> <p>Leaf - an above-ground plant organ.</p> <p>Flower - the part of a plant that blossoms.</p> <p>Petal - a coloured part of a flower.</p> <p>Roots - a part of a plant that is usually hidden underground.</p> <p>Trunk - the thick main stem of a tree.</p> <p>Branch - a woody part of a tree or bush that grows out from the trunk.</p> <p>Stem - the main stalk of a plant that develops buds and shoots and usually grows above ground.</p>



Year 1 will be exploring the topic: 'Plants'. This unit of work will have a specific focus on developing the children's knowledge, skills and understanding in Science.

Maths	English	Home
<p>Maths Unit</p> <p>Place Value within 20 and moving onto 50</p> <ul style="list-style-type: none"> Counting forwards and backwards to 20/50 Representing numbers to 20/50 Counting in 2s, 10s and 5s Comparing numbers to 20/50 Ordering numbers to 20/50 <p>Addition and Subtraction to 20</p> <ul style="list-style-type: none"> Use of a ten Frame Use of part-part whole model Subtraction crossing tens Number bonds to help with addition Comparing number bonds Adding by making 10 <p>Revisit and Consolidate</p> <ul style="list-style-type: none"> Fact families Counting forwards and backwards 0-10 Addition and Subtraction to 10 Ordinal numbers Greater than/less than in words and symbols Number bonds to 10 	<p>We will be reading: Wild, Emily Hughes</p> <p>Writing Genres:</p> <p>Descriptions</p> <ul style="list-style-type: none"> Nouns (person, place, animal or thing) and adjectives (describing words) Suffix 'ing' ending Independent writing – applying all the sounds we have learnt so far. <p>Writing in role</p> <ul style="list-style-type: none"> Independent use of relevant adjectives and synonyms Joining sentences using 'and' and 'because' <p>Letter writing</p> <ul style="list-style-type: none"> Layout Language - Address Sentence types - Questions Punctuation – Question marks and contractions Phonic application – Phase 3, 4 & 5 <p>Recount</p> <ul style="list-style-type: none"> Chronological sequence of pictures Recall of events verbally Writing in a chronological order Using time words, next, then, after, finally etc. Using appropriate vocabulary including words on our 'Word Web' 	<p>Families can support learning in the following ways:</p> <ul style="list-style-type: none"> Use of Phonics Play, Phonics Bloom or a similar website to revisit and practise the Phase 4 and 5 sounds and tricky words Daily reading Writing or receiving postcards/letters from family in other parts of the country/world Practise rapid recall of number bonds number bonds to 10 - Talk about relationships of these numbers to bonds to 20. Think of synonyms for words like happy, sad, big, small. Listen to and discuss simple poems. Discuss the weather each day Grow some plants from seeds/bulb Discuss deciduous and non-deciduous trees and look for them during winter walks. Cut - low resistance foods with a table knife into equal size pieces/slices, e.g. canned pineapple slices, sticks of pepper, mushrooms - use a fork to secure foods. Learn the names of some popular trees and flowers. Explore plants growing near your house and discuss if they are wild or garden plants.