

Topic Name	Growing – Secret Garden
Big Question	<a href="#">Which plants would Jack find in our school grounds?</a>
Scientists to use as examples	Beatrix Potter
Key Knowledge	<p>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</p> <p>Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted. They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem).</p>
Key investigational skills	<p>Pupils might work scientifically by: observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees.</p> <p>Pupils might keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.</p> <p>How do plants grow?  What will happen if..? Link to plants growth and conditions.  Observing plants growth- in light and dark, water/no water.  Growing carrots from carrots- will they grow?  Class plant.  Planting a range of seeds.  Growing plants in different conditions.  Naming different fruit and vegetables.  Naming different plants.  Classifying based on where and how fruit and vegetables grow.  Bean diary- using findings to answer questions about what a plant needs to grow.  Present what they have learnt using short sentences and pictures.  Link to weather- how have the plants grown? Record in bean diaries.</p>
Vocabulary	<p>Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud</p> <p>Names of trees in the local area</p> <p>Names of garden and wild flowering plants in the local area</p>
Prior learning – what children should know	<p>Plant seeds and care for growing plants. (Nursery – Plants) •</p> <p>Understand the key features of the life cycle of a plant and an animal. (Nursery – Plants) •</p> <p>Begin to understand the need to respect and care for the natural environment and all living things. (Nursery – Plants) •</p>

	Explore the natural world around them. (Reception – Living things and their habitats) • Recognise some environments that are different to the one in which they live
Future learning – next time they will be learning	Observe and describe how seeds and bulbs grow into mature plants. (Y2 - Plants) • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Y2 - Plants) • Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2 - Living things and their habitats) • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. (Y3 - Plants) • Investigate the way in which water is transported within plants. (Y3)
Visits	Chef Edwardo visit to school to demonstrate how to make vegetable pizza Nature area
Book links	The Big Five – Julia Donaldson Down by the cool of the pool The Very hungry caterpillar The Secret Garden Jack and the Beanstalk The Big Green Bean Oliver’s Vegetables