

Topic Name	Plants
Big Question	How can we grow our own salad?
Scientists to use as examples	Captain Cook, Agnes Arber
Key Knowledge	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
Key investigational skills	Pupils might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.
Vocabulary	light, shade, Sun, warm, cool, water, space, grow, healthy, bulb, germinate, seedling, seeds
Prior learning - what children should know	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants) • Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants)
Future learning - next time they will be learning	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. (Y3 - Plants) • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. (Y3 - Plants) • Investigate the way in which water is transported within plants. (Y3 - Plants) • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3 - Plants)
Visits	Gardener Garden centre Gardening club

Book links	Superworm Julia Donaldson
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