

	Nursery 'Food, Glorious Food!' Summer Term	Reception 'Into the Woods' Autumn 1 - Spring term	Year 1 'Nature, Nature' Spring 1 and 2	Year 2 Plants and Animals Summer 1	Year 3 Prehistoric Britain Stone Age Bronze Age to Iron Age Celts The Roman Empire - Autumn 1	Year 4
Plants Curriculum objectives Taken from Long Term Plans and NC	Planting seeds - various vegetables linked to Oliver's Vegetables story Life cycle of a tree/plant Food safety Where does our food come from? Growing and tasting foods What do we need to make our food grow? Understanding the World: 3-4 years Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.	Looking at 'woods' and what they are, what is found in them. Supporting planting with an adult and observing as these begin to grow - more into Spring and Summer terms (bedding plants and vegetables i.e. tomatoes) Discussing the seasonal changes and focusing on the tree and hedges in our outside and wild areas Understanding the World: 4-5 years Explore the natural world around them. Describe what they see, hear and feel whilst outside ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants	Using our senses to investigate fruit and vegetables 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	To observe and describe how seeds and bulbs grow into mature plants To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	Identify and describe the functions of different parts of flowering plants (roots, stem/trunk, leaves, seeds, fruit and flowers) 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 Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	NA
Key Vocabulary	plant, seed, grow, water, sun, soil, spade, dig, pot, fruit, vegetable, leaf, stem, tree, tomatoes, lettuce, strawberries, potatoes, flower	Plant, seed, bulb, grow, water, sun, soil, spade, dig, pot, leaves, petals, stem, vegetable, Crocuses, tulips, sunflowers, herbs Root, stem, tree, leaf, flower,	petal, tall, taller, tallest, wild, trunk, similar, different, within, under, next to, soil, blossom, fruit, leaves, branch, bulbs, shrub, alive, vegetables, grass, garden, habitat, deciduous, earth, evergreen, compost, non-	Seeds, Bulbs, Water, Light, Temperature, Growth, germinate, seedling, seedling, buds, sun light, seeds, nuts, fruit stones, warm, grow,	Air, Light, Water, Nutrients, Soil, Reproduction, Transportation, Pollination, Flower, seed pod Ground, transport, attract bees, catch sunshine, green, air, nutrients, growth, pollen, seed formation, seed dispersal, nutrition, support, anchor, reproduction	NA

			<p>living, living, not alive, dead, artificial Names e.g. daffodil, daisy, sunflower, rose, lavender, tulip, snowdrop, holly, dandelion, oak, beech, chestnut, pine</p>		
Enquiry and Investigation	<p>Planting: Strawberries Peas Beetroot Sunflowers Wild flowers Tomatoes Potatoes - growing natural fertiliser for the vegetable patch</p> <p>Focussing on the planting process to promote discussion, vocabulary and organising a process. Maintaining and caring for the plants</p> <p>WS: Observing closely. Asking simple questions.</p>	<p>During CIP, bulbs and seeds are planted with an adult. Over time it is discussed with the children what they can see. E.g. natural setting poppies, sunflowers, herbs. They will draw what they can see and potentially add labels. WS: talking about what I have done and notice/looking closely at things and noticing changes. Comparing two different environments</p> <p>WS: Observing closely and beginning to record. Asking simple questions recognising they can be answered in different ways.</p>	<p>Observational sketches of fruit and vegetables. WS: observes closely</p> <p>Deciduous and evergreen tree hunt with premade recording sheet. WS: observes closely Gathers and records simple data to help answer a question</p> <p>HFL Task Investigation: To identify the part of the plant we eat</p> <p>Observing fruit and vegetables closely Gathers and records simple data to help answer a question</p> <p>Observing the growth of a sunflower over time</p>	<p><u>Plant investigation</u> - planting a seed (beans) and changing a variable of requirements for plant growth. More independence with designing own recording table, choosing the variable to change. WS: observes closely Gathers and records simple data to help answer a question Performs simple tests</p> <p>Use garden and outside area to observe throughout the year)</p>	<p><u>Investigation into the requirements of plants for life and growth</u> observe over time what happens to a flowering plant when one or more requirement/ variable is taken away (light, water, soil and air)</p> <p><u>Plant investigations</u> How does light affect growth. One control and one where the variable is changed. Diagrams used to record and compare.</p> <p><u>Investigation into how water is transported within plants</u> - use blue dye in water to observe how water moves through a celery stick. . WS: Makes systematic and careful observations Records and presents findings using drawings, labelled diagrams.</p>

WS - working scientifically