

Objective	Milestone Indicators	Basic Activities	Advanced Activities	Deep Activities	Resources
<p>Milestone 1</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p>- Observe and discuss plants found in the local area</p> <p>INPUT:</p> <p>Watch Mr Tumble growing video - ask chn, what sort of things can we grow in a garden? Have variety of fruit and vegetables that can be grown in a garden. Take chn outside to find and identify plants in school grounds, discussing features of these.</p>	<p>I can describe and make observations about a range of fruit and vegetables</p> <p>-Draw and describe fruit and vegetables</p> <p>FSU; As above, fruit and vegetable tasting, link to healthy eating</p>	<p>I can identify and label features of plants found in the garden.</p> <p>-In science books.</p>	<p>I can create a map of the school grounds and draw & label plants found.</p> <p>- In science books</p>	<ul style="list-style-type: none"> Local fruit and vegetables Chopping boards Knives Sketch books Clipboards Camera Images and close-up drawings of fruit Magnifying glasses
<p>Milestone 1</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and</p>	<p>- Ask questions such as 'What does the tomato plant look like now?', 'How will it grow', 'How will it change?'</p>	<p>I can plant my tomato seed correctly and can describe how to keep it healthy.</p> <p>- Chn to plant tomato plants.</p>	<p>I can predict how my plant will change.</p> <p>- In books, chn draw a prediction of what their</p>	<p>I can choose a place to keep my tomato plant and explain why I have chosen that place.</p> <p>-Take photo of chosen spot and sentence to explain why that place</p>	<ul style="list-style-type: none"> Tomatoes Cups/pots Tomato seeds Soil/compost Watering cans iPad Gardening gloves

<p>evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p><u>INPUT:</u></p> <p>Teach and demonstrate method of planting tomato seeds - teach chn the main things plants need to grow including water and sunlight. Discuss how we might get a tomato from a small seed.</p>	<p>Discuss best place to put them and how we can look after them so that they grow.</p> <p>FSU; As above</p>	<p>tomato plant will look like and a sentence describing.</p>	<p>has been chosen</p>	
<p>Milestone 1</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common</p>	<p>- Have children observe closely and comment on what they have observed over time.</p>	<p>I can explain and demonstrate how to plant a bean.</p> <p>FSU; As above - link to UW and CL, ongoing bean diaries.</p>	<p>I can create a poster explaining 'How to help beans grow'</p> <p>- A3 poster</p>	<p>I can predict and imagine what the bean will grow in to.</p> <p>-Draw prediction of what the plant will look like and write sentence explaining it</p>	<ul style="list-style-type: none"> • Beans • Garden centre resources • Soil/paper towels? • Watering cans

<p>flowering plants, including trees.</p>	<p><u>INPUT:</u></p> <p>Build on last week - set up garden centre resources. Explain to chn that this week we are going to plant beans - can the chn explain how to plant the beans thinking about how they planted seeds last week?</p> <p>ONGOING BEAN DIARIES</p>				
<p>Milestone 1</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and</p>	<p>- Closely observe plants and flowers using magnifying glasses, cameras, iPads</p>	<p>I can observe plants for signs of being eaten and can consider what they may have been eaten by</p> <p>- Use of iPads, cameras, magnifying glasses/pots.</p>	<p>I understand and explain what pollen is and why is important</p> <p>-In books alongside photographs taken.</p>	<p>I can create a clay sculpture of pollen.</p>	<ul style="list-style-type: none"> • iPads • Cameras • Magnifying glasses/pots • Flower books • Clay • Eden project pollination link

<p>describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>INPUT:</p> <p>Take chn outside - explain that some parts of the plants get eaten by bugs and insects. They take pollen from the plant and these help to make new plants grow as the pollen travels to other plants by the insect - observe flowers and plants for signs of being eaten and look out for bees!</p>	<p>FSU:</p> <p>As above, supported as appropriate</p>			
<p>Milestone 1</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p>- Identify and describe parts of a flower - stem, roots, petals</p> <p>- Describe functions of parts of the flowers</p> <p>INPUT:</p> <p>Have some bought flowers pass round to chn and look at the features of them -</p>	<p>I can examine a flower and can add label to the correct parts.</p> <p>-Labelling activity</p> <p>FSU:</p> <p>Adding large labels to a real flower.</p>	<p>I can create a large model of a flower using junk modelling materials</p>	<p>I can create a large model of a flower using junk modelling materials and explain the function of flower parts.</p>	<ul style="list-style-type: none"> • Flower selection • Flower part labelling sheet • Junk modelling • Parts of flowers labels

	discuss how the flowers look different but their parts are the same. Show a flower taken from outside (with roots) - discuss roots and their job.				
<p>Milestone 1</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p>- Observe a variety of trees from close and afar - noticing differences and similarities between them.</p> <p>INPUT;</p> <p>Take chn outside. Explain that we are going to be observing and describing trees. Split chn into groups with adults - observe trees and discuss their features, leaf colour etc. Bring back together and share findings. Discuss their features and link these to flower features from last week.</p>	<p>I can describe trees that I see and represent them using art materials</p> <p>- Take photos of trees and use these to create playground art of trees using junk and art materials.</p> <p>FSU; Leaf and bark rubbings - link to UW and EAD</p>	<p>I can identify features of a tree</p> <p>-As basic activity, then adding labels to identify features of the tree.</p>	<p>I can discuss the similarities and differences between evergreen and deciduous trees</p> <p>-Use clipboard, sheet divided into two columns (Evergreen/Deciduous) chn record similarities and differences between trees they see in the school grounds.</p>	<ul style="list-style-type: none"> • Ipads • Cameras • Clipboards • Junk materials • Art materials • Tree identification book