
















Plants: Making Observations

<p>Aim Identify and describe the basic structure of a variety of common flowering plants, including trees. Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. To describe and compare plants, seeds and bulbs.</p>		<p>Lesson Duration All timings are approximate.</p> 
<p>Success Criteria I can name different plants, seeds and bulbs. I can observe and compare plants. I can ask questions about seeds and bulbs. I can make observations of seeds and bulbs.</p>		
<p>Standard School Equipment Water Labels Magnifying Glasses</p> <p>Resources That May Need Purchasing Seeds and bulbs for planting Seeds and bulbs for observing (if the Seeds and Bulbs Photo Pack is not used) Suggested seeds and bulbs: beans, tomatoes, sunflower, carrot, quick grow salad seeds, wild flower seeds, onion, garlic Fully-grown plants (if the Plants Photo Pack is not used) Plant pots and soil for planting seeds</p>	<p>Preparation Plant Diary - per child Plants Photo Pack (if required) Seeds and Bulbs Photo Pack (if required)</p>	
<p>Key Vocabulary Seeds, bulbs, plants, planting, grow, soil, pots, observations, similar, different.</p>		

Prior Learning: In EYFS, children will have had the opportunity to make observations of plants and learnt about similarities and differences. They will also have talked about changes.

Learning Sequence

	<p>Remember It: Use the Lesson Presentation to recap the children's prior knowledge of plants. Show children a range of photographs of plants. Give them time to discuss each photograph in pairs. Explain that plants grow in soil.</p> <p>Can the children name different plants?</p>	
	<p>Perfect Plants: Introduce the Perfect Plants eBook to the children using the Lesson Presentation. Read up to the end of page 4 together and discuss what the children would like to learn more about.</p>	
	<p>Comparing Plants: Using the Lesson Presentation, compare some photographs of plants. Explain to children what 'similar' and 'different' mean. In small groups, children look closely at either live plants or the photographs in the Plant Photo Pack.</p> <p><i>If using live plants, ensure that the children understand how to handle the plants, are supervised doing so and are reminded not to taste/eat any part of the plant.</i></p> <p>Encourage the children to look carefully at the plants, observing their colour, shape and texture. Use the question prompts on the Lesson Presentation to encourage comparisons between the plants.</p> <p>Can the children observe and compare plants?</p>	

	<p>Observing Seeds and Bulbs: Introduce the children to seeds and bulbs using the Lesson Presentation.</p> <p>In small groups, children look closely at either the photographs in the Seeds and Bulbs Photo Pack, or at the real seeds and bulbs if you are using them.</p> <p><i>Please be aware that some bulbs can cause skin irritation and are poisonous. It is important that all children are supervised by an adult and advised that the children do not handle the bulbs independently.</i></p> <p>Children generate questions with a partner that they would like to find the answers to about the seeds and bulbs using the sentence starters and key words on the Lesson Presentation to help them. They then write one question on page 1 of the Plant Diary.</p> <p>Can the children name seeds and bulbs? Can they ask questions about seeds and bulbs?</p>	
	<p>Planting Seeds: Explain to children that they will be planting seeds or bulbs to observe growing over the next few weeks. Children draw the seeds or bulbs they will be planting on page 2 of their Plant Diary. After, follow the instructions on the Lesson Presentation to plant seeds. Depending on resources, you may wish for children to plant a seed each, plant them in small groups, or you could plant one seed as a whole class.</p> <p><i>When planting seeds, ensure that children are well supervised and remind them not to put any seeds near or into their mouths and to wash their hands thoroughly once they finish their planting.</i></p> <p>Can children make careful observations of seeds and bulbs?</p>	
	<p>Plant Diary: Children draw how their plant (or the class plant) looks today in their Plant Diary.</p> <p>Can the children make careful observations of plants?</p>	
	<p>What Do You Think Will Happen? Ask children what they will think will happen to the seeds now that they have been planted. Ask them what changes they will expect to see.</p>	

Exploreit

Drawit: Children make observational drawings of different plants (or sections of the plants such as leaves or flowers) around the school. The children could look at botanical drawings for inspiration.

Designit: Children design and write a set of instructions on how to plant a seed.

Reasonit

Children discuss **Reasoning Cards Making Observations**. Children describe the similarities and differences between the plants.

Assessment

Scientific Knowledge	
Working Towards the Expected Level	Children:
With support, children can begin to describe some simple features of seeds and plants, such as their colour. They can begin to say how some plants are the same or different to one another.	
Working At the Expected Level	Children:
Children can describe some of the features of seeds and plants. They can begin to make comparisons of different plants and seeds.	
Working At Greater Depth	Children:
Children can describe more detailed features of seeds and plants. They can make comparisons of different plants and seeds, explaining their ideas clearly.	
Working Scientifically	
Working Towards the Expected Level	Children:
With support, children can make careful observations, sometimes using equipment, of plants and seeds. They can begin to form questions they want to ask.	
Working At the Expected Level	Children:
Children can make careful observations, sometimes using equipment to help them, of seeds and plants. They can explore the world around them, leading them to ask some simple scientific questions about how and why things happen.	
Working At Greater Depth	Children:
Children can independently make careful observations, using equipment to help them, of seeds and plants. They can explore the world around them, leading them to ask more complex scientific questions about how and why things happen.	

Science

Plants

Making Observations



Meet Quizby!

Can you spot me in the
Lesson Presentation?

The questions that appear will help
you to think about the key learning throughout
the lesson.



Aim

- To describe and compare plants, seeds and bulbs.

Success Criteria

- I can name different plants, seeds and bulbs.
- I can observe and compare plants.
- I can ask questions about seeds and bulbs.
- I can make observations of seeds and bulbs.



Remember It

Look carefully at the photographs.
Tell your partner what you can see.



See
Photos

What type of living things are all of these?



sunflower



strawberry plant



daffodil



daisy



maple tree

These are all plants!



tomato plant

Do you know any of their names?

What do these plants grow in?



sunflower



strawberry
plant



daffodil



daisy



maple tree



tomato
plant

This could be in the ground outside, or in pots inside that we fill with soil.

Perfect Plants



We will be reading this **eBook** together to learn more about plants!



What would you like to find out?





Comparing Plants

Look at these two plants.
Can you tell me some of the ways they are **similar**?





Comparing Plants

Look at these two plants.
Can you tell me some of the ways they are **different**?





Comparing Plants

We are going to look at some different plants. With your group, look closely at each one and discuss what you can see.

Think about the **shape**, **size** and **colour** of your plant.

What do you notice about it?

How is it **similar** to the other plants?

How is it **different** to the other plants?



Can you observe and compare plants?

X

Observing Seeds and Bulbs

Look carefully at the photographs.

Do you know what these are?



sunflower
seeds



pumpkin
seeds



dandelion
seeds

These are **seeds**.
Do you know what any of
Seeds are what some plants
these seeds grow into?
grow from.



Observing Seeds and Bulbs

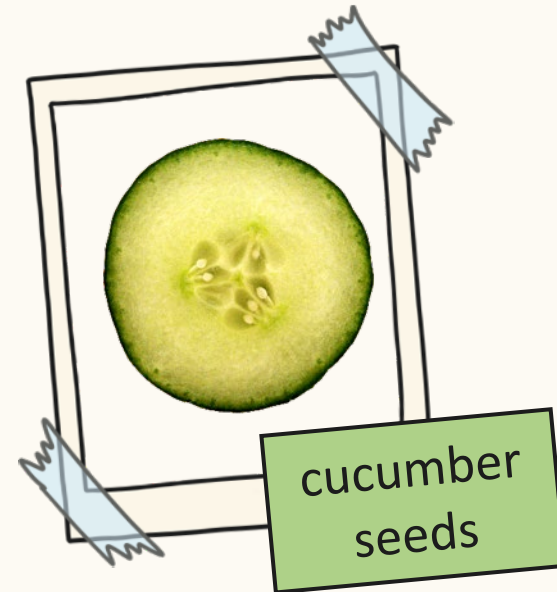
Here are some more seeds.



melon
seeds



maple
seeds



cucumber
seeds

Do you know what any of these seeds grow into?





Observing Seeds and Bulbs

Have you ever seen these before?



daffodil
bulbs



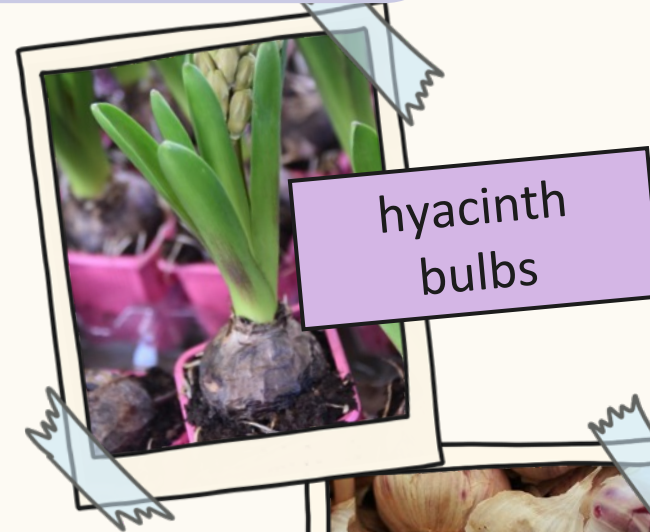
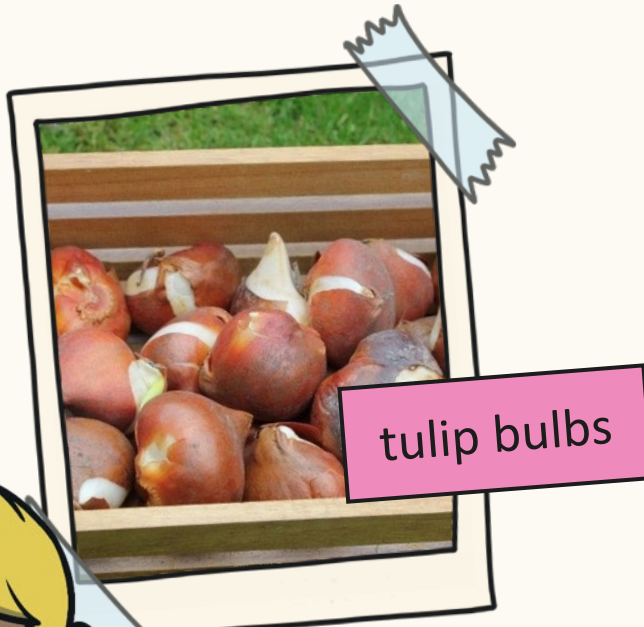
onions

These are **bulbs**.
Do you know what any of
these bulbs grow into?
Some plants grow from **bulbs**
instead of **seeds**.



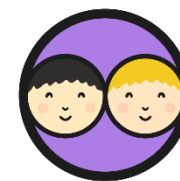
Observing Seeds and Bulbs

Here are some more **bulbs**.



Do you know what any of these bulbs grow into?





Observing Seeds and Bulbs

You are going to look more closely at some **seeds** and **bulbs** with your partner.

Work with a partner to come up with some questions you'd like to find the answers to about the **seeds** or **bulbs**.

We can use these sentence starters and key words to help us write questions:

For example: What will the seed grow into?

Sentence Starters

What _____?

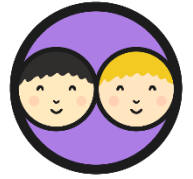
When _____?

How _____?

Key Words

plant grow
big
seed bulb
flower
quickly slowly

Observing Seeds and Bulbs



Sentence Starters

What _____ ?

When _____ ?

How _____ ?

Key Words

plant big grow

seed flower bulb

quickly slowly



Seeds and Bulbs

Date: _____

Question I would like to find the answer to about seeds and bulbs:



Can you ask questions about seeds and bulbs?

X

Write a question on page 1 of your **Plant Diary**.



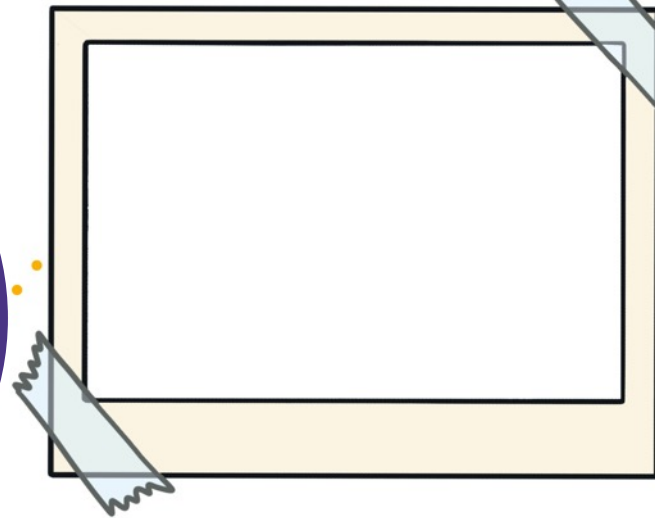


Planting Seeds

We are now going to plant seeds or bulbs.

Draw a picture of the seeds or bulbs we are going to be planting on page 2 of your **Plant Diary**.

My drawing of the seeds or bulbs we will be planting:



Remember
to look
closely and
draw



Can you make observations of seeds and bulbs?

X



Planting Seeds

We can use pots and soil to plant real **seeds**.

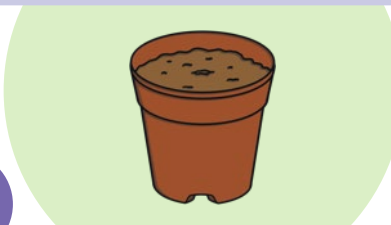
How to Plant a Seed

1.



Fill your pot with soil, nearly to the top.

2.



Make a hole in the middle of the soil.

3.



Place your seed into the hole.

4.



Cover the seed over with soil.

5.



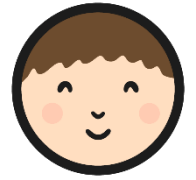
Water your seed (but not too much).

6.



Label the pot with your name and find somewhere warm and safe to put it.

Plant Diary



On page 3 of your **Plant Diary**, write today's date and draw a picture of how your plant looks today.

Date: _____

Observational drawing of my plant:

A large, empty rectangular box with a thin black border, intended for a drawing. It is held in place by four white corner tabs with wavy edges, suggesting it's a page from a book or a loose sheet of paper. The box is centered within a white rounded rectangle that also contains the date line and the drawing instruction. The background of the entire page is a colorful illustration of a garden with various trees and flowers.



What Do You Think Will Happen?

Now that we have planted the seeds, what do you think will happen next?

What changes do you think we will see?



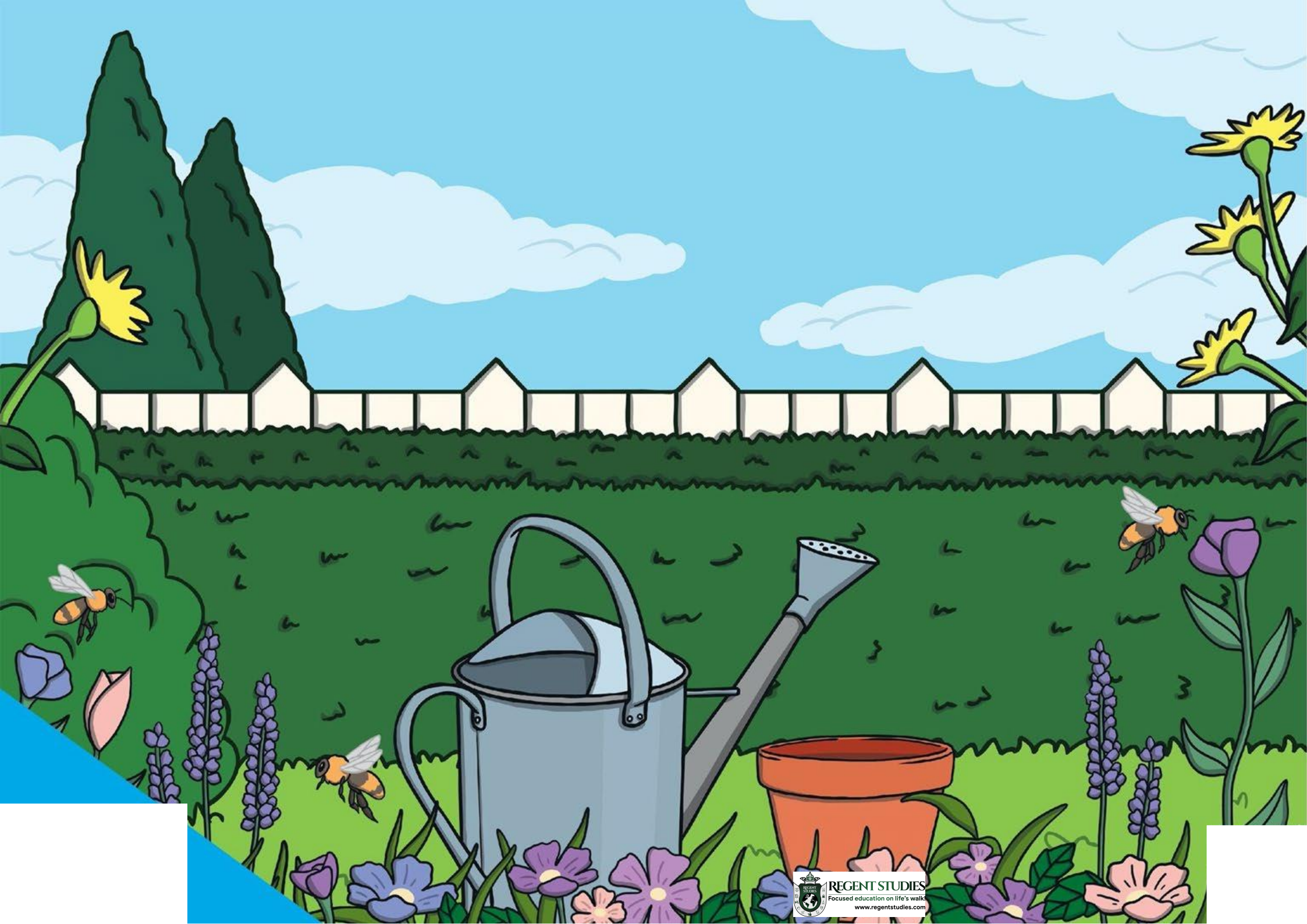
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				Delivered By:			Support:		
Success Criteria	Me	Friend	Teacher	T	PPA	S	I	AL	GP
I can name different plants, seeds and bulbs.				Notes/Evidence					
I can observe and compare plants.									
I can ask questions about seeds and bulbs.									
I can make observations of seeds and bulbs.									
Next Steps									
<ul style="list-style-type: none"> _____ _____ 									

T	Teacher	I	Independent
PPA	Planning, Preparation and Assessment	AL	Adult Led
S	Supply	GP	Guided Practice

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