

# Science

## Plants

# Parts of a Plant





# 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 name and compare the parts of plants.

# Success Criteria

- I can name the parts of a plant.
- I can find each part on a plant.
- I can say what is similar and different when comparing parts of plants.



# Remember It

Draw how your plant looks today on page 4 of your **Plant Diary**.

Date: \_\_\_\_\_

Observational drawing of my plant:



It's OK if our plants haven't started to grow yet!  
We can just draw exactly what we see.





# Remember It

Can you remember what these are called?  
How are they **similar** and **different** ?



seeds



bulbs



# Perfect Plants



Let's find out more about plants in our [Perfect Plants eBook](#).







# Perfect Plants

Look carefully at the **seeds and bulbs**.  
Which plant do you think they will grow into?  
Click on each picture to find out.

daffodil plant



strawberry



maple tree



sunflower



strawberry  
plant

daffodil

sunflower

maple tree





# Parts of a Plant

Do you know what they are called?



flowers



leaves



stem



fruit

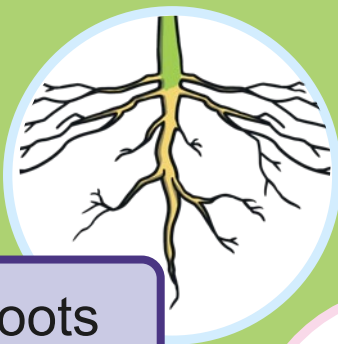


roots



# Parts of a Plant

Click on each picture to find out.



roots

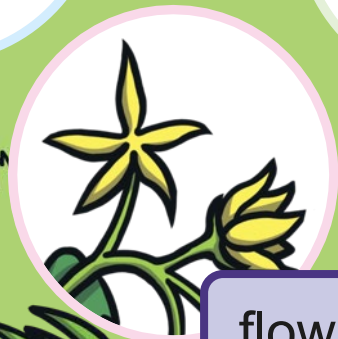
stem



seeds



leaves



flowers



fruit

seeds

roots

stem

leaves

fruit

flowers





# Parts of a Plant

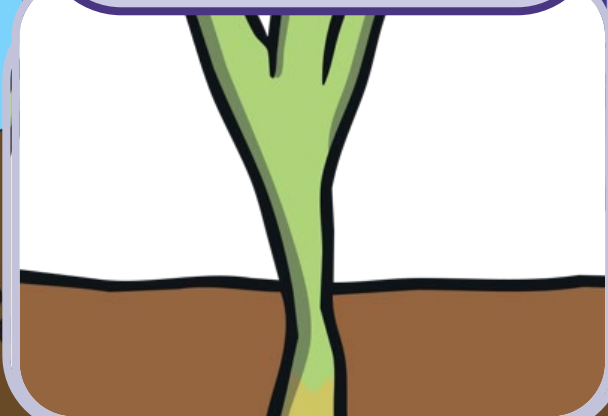
Can you remember the job each part has?

**Leaves** catch sunlight to help the plant to make its own food.

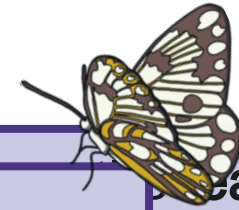


**Flowers** attract insects and birds.

The **stem** holds the plant up and carries the water and nutrients from the roots to the leaves and flowers.



# Looking Closely



Use these words to help you:



small

tall

Can you see each of the parts?

long

spiky

Are there any parts you can't see? Why?

straight

How are they similar for a  
How they are

Look at the other parts.

leaves

All the plants? Are they different?

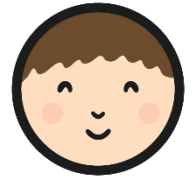


How are they similar and how are they different?

You could discuss their shape, size, colour or the job they do.



# Naming the Parts of a Plant



Choose one of the plants to draw.

## Parts of a Plant

To name and compare the parts of plants.

- Look carefully at one plant and draw a picture of it.
- You can then use the word bank below to help you to label its parts.

### Word Bank

roots

leaves

fruit

flower

stem



Remember to look carefully and include all of the parts.

Once you have drawn the plant, label each part.





# Sorting Plants

Plants have mainly the same parts but these parts can look very different from plant to plant.



Some plants have flowers .



Some plants have fruit .



Some have both!

Some leaves are smooth.

Some leaves are spiky.





# Sorting Plants

How could we sort these plants? Write the number of each plant to sort it.



# Aim



- To name and compare the parts of plants.


# Success Criteria

- I can name the parts of a plant.
- I can find each part on a plant.
- I can say what is similar and different when comparing parts of plants.













# Plants: Parts of a Plant








<b>Aim</b> Identify and describe the basic structure of a variety of common flowering plants, including trees. Observing closely, using simple equipment. To name and compare the parts of plants.		<b>Lesson Duration</b> All timings are approximate.	
<b>Success Criteria</b> I can name the parts of a plant. I can find each part on a plant. I can say what is similar and different when comparing parts of plants.			
<b>Standard School Equipment</b> None	<b>Preparation</b> <b>Plant Diary</b> - from previous lesson <b>Plant Part Labels</b> - as required <b>Parts of a Plant Activity Sheets</b> - per child, differentiated <b>Plant Photo Pack</b> (if real plants are not available)		
<b>Resources That May Need Purchasing</b> Fully-grown flowering plants that are easily removed from their pots (check that these are safe for handling)			
<b>Key Vocabulary</b> Roots, stem, leaves, flowers, petals, fruit, seed, bulb, observe, similar, different.			

**Prior Learning:** Children have learnt about seeds and bulbs, have planted their own seeds and begun to observe plants closely in lesson 1.

## Learning Sequence

	<b>Remember It:</b> Allow the children 5 minutes at the beginning of the lesson to look at how their seeds are growing and to make an observational drawing using their <b>Plant Diary</b> from the previous lesson. Use the <b>Lesson Presentation</b> to recap the learning from the previous lesson.	
	<b>Perfect Plants:</b> Read from page 5 to the end of page 10 of the <b>Perfect Plants eBook</b> together on the <b>Lesson Presentation</b> . Match the photographs of seeds on the <b>Lesson Presentation</b> to the name of the plant they are from.	
	<b>Parts of a Plant:</b> Look closely at the parts of a plant using the <b>Lesson Presentation</b> . Children then match the part to its name with their partner. Then, discuss the basic function of each part of a plant using the <b>Lesson Presentation</b> . These will have been covered in the <b>Perfect Plants eBook</b> pages so some children might be able to recall these facts.  Can the children identify and name each part of a plant?	
	<b>Looking Closely:</b> Ask the children to look at the real plants (or photos from the <b>Plant Photo Pack</b> if these are not available) in their groups.  Ask them to compare how the parts of the plants are the same or different, using the prompts on the <b>Lesson Presentation</b> to help.  Can the children compare the same parts of different plants?	



	<p><b>Naming the Parts of a Plant:</b> Children make an observational drawing of one plant and add labels for each part on the <a href="#">Parts of a Plant Activity Sheet</a>. If using real plants, the plants will need to be carefully removed from the pots by an adult so that the children can see the roots.</p> <p><b>Can the children identify, name and label each part of the plant?</b></p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="244 259 587 421">  <p>With support, children make an observational drawing of the whole plant (including the roots) and label each part.</p> </div> <div data-bbox="624 259 962 477">  <p>Children make an observational drawing of the whole plant (including the roots) and label each part. Children then choose one of the parts of the plant to describe.</p> </div> <div data-bbox="999 259 1350 689">  <p>Children make an observational drawing of the whole plant (including the roots) and label each part. They then describe the roots, stem and leaves.</p> <p>Challenge: Allow the children to observe a different plant to the one they have drawn and describe the similarities and differences between one of their parts.</p> </div> </div>	
	<p><b>Sorting Plants:</b> Recap the parts of the plant with the children using the <a href="#">Lesson Presentation</a>. Discuss with examples the fact that plants have mainly the same parts but these can look different for each plant.</p> <p>Children draw two large circles on their whiteboards. Show the children the plants on the <a href="#">Lesson Presentation</a>. Ask them to work in pairs to come up with one way to sort them. Can they then find a different way?</p> <p><b>Can the children compare the same parts of different plants? Can the children sort the plants and explain the reasons for their sorting?</b></p>	

**Explore it**

**Research it:** Children use other suitable non-fiction texts to find out more information about the parts of plants and their purpose.

**Create it:** Children use natural materials to make a labelled model or picture of one of the plants they have observed.

**Reason it**

Children discuss [Reasoning Cards: Parts of a Plant](#). Children explain why the diagram of the plant is incorrect.

## Assessment

<b>Scientific Knowledge</b>	
<b>Working Towards the Expected Level</b> With support, children can begin to identify and name the basic structure of a variety of common flowering plants.	Children:
<b>Working At the Expected Level</b> Children can identify, name and begin to describe the basic structure of a variety of common flowering plants.	Children:
<b>Working At Greater Depth</b> Children can identify, name and describe the basic structure of a variety of common flowering plants.	Children:
<b>Working Scientifically</b>	
<b>Working Towards the Expected Level</b> With support, children can begin to make close observations of plants..	Children:
<b>Working At the Expected Level</b> Children can make close observations of plants.	Children:
<b>Working At Greater Depth</b> Children can make close observations of plants and can compare and contrast their observations.	Children:



<b>Aim: To identify and name some common garden and wild plants .</b>				<b>Date:</b>					
				<b>Delivered By:</b>			<b>Support:</b>		
<b>Success Criteria</b>	<b>Me</b>	<b>Friend</b>	<b>Teacher</b>	<b>T</b>	<b>PPA</b>	<b>S</b>	<b>I</b>	<b>AL</b>	<b>GP</b>
I can name some garden plants.				<b>Notes/Evidence</b>					
I can name some wild plants.									
I can use a key to find out the names of plants .									
<b>Next Steps</b>									
<ul style="list-style-type: none"> <li>_____</li> <li>_____</li> </ul>									

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<b>PPA</b>	Planning, Preparation and Assessment	<b>AL</b>	Adult Led
<b>S</b>	Supply	<b>GP</b>	Guided Practice

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