

How does your garden grow?

Overview:

A year long science investigation for Year 1 exploring the conditions plants need for growth. Compare different areas of the school grounds at regular intervals across the year, identify places where plants do and don't grow, investigate why. Make predictions about the best place to plant a bulb, plot growth over time.

Compare seasonal changes by recording a tree one over the year, including taking rubbings, colour charts and printing.

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| <p>Science</p> | <p><i>Observe changes over time, and, with guidance, begin to notice patterns and relationships</i></p> <p>Ask simple questions and recognise that they can be answered in different ways Perform simple tests Use observations and ideas to suggest answers to questions Gather and record data to help in answering questions 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.</p> <p><i>Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted. Pupils might work scientifically by: observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. Pupils might keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.</i></p> <p>Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.</p> |
| <p>Maths</p> | <p>Compare, describe and solve practical problems for lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] Measure and begin to record lengths and heights Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] Recognise and use language relating to dates, including days of the week, weeks, months and years</p> |
| <p>Art & design</p> | <p>Print with a range of natural objects Create repeating patterns, identify patterns in the natural environment Mix colours to create new colours (recording changing colours of plants and leaves) Make rubbings to collect textures and patterns</p> |

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| Geography | Know that the weather changes Compare the weather at different times of the year Devise a simple map Use simple fieldwork and observational skills to study the geography of the school grounds |
| Computing | Follow a set of instructions Give instructions to move along a route |