Year 1 – Plants – How can we identify different plants and trees?

Lesson 2

Lesson	2 of 8

Learning objective

I can name and describe the basic parts of a plant.

National Curriculum links

NC Y1:

Children will:

- 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

Working scientifically:

- observing closely, using simple equipment

Key lesson question	What are the parts of a plant?

Resources

- lesson presentation (PPT)
- plug plants or garden plants with roots
- magnifying glasses
- activity 2 worksheets
- practical activity ideas

Teaching input

- **Scientific enquiry** – Review the 'scientific enquiry types' and 'working scientifically' skills the children will use in this lesson.
- **How can we identify different plants and trees?** – The slide shows the lesson questions the children will answer in this unit. The current lesson's question is highlighted on the slide.
- **Key vocabulary for this lesson** – Go through the key vocabulary for this lesson and their definitions. Have any of the children heard these words before? Did they already know their meanings?
- **Identifying and classifying** – Introduce Earle and the enquiry type for the lesson "Identifying and classifying."
- **Let's recap** – Revisit the learning from last lesson – how do we know if something is a plant or not? The children can discuss the question on the slide with their learning partners. Take feedback from the class before revealing the answer on the following slide.
- **Parts of a plant** – Zoom in and look at the colours and shapes of the parts of a plant. Children may already be able to use some terminology correctly. Allow time for discussion.
- **Roots** – Over these two slides, use the photo (or ideally an example) to show how roots grow underground. The second slide shows different examples of roots since they are not always the same.
- **Stem** – Over these two slides, explain that the stem is the part of a plant that holds up the leaves and possibly the flowers of a plant. The second slide shows how stems vary from plant to plant. You may wish to make a connection here between a stem and the trunk of a tree.
- **Leaves** – Examples are given of different leaf shapes and sizes. Get children to describe the shape of the leaves and talk about the leaves they have noticed on plants. Ideally use real examples.
- **Flowers** – Children should learn that not all plants have flowers and a flower may only be there for part of the plant's life. Children may be familiar with other flowers. Use magnifying lenses if possible and record children's observations. Get them to describe colours, the size, shapes and the number of petals if there are flowers.
- **Let's watch** – Watch the video as a class to revisit the parts of a plant and the functions of each part. Pause the video at different points to discuss as required.
- **Activity 1** – This can be done in the classroom with plug plants/potted plants or with plants that have been brought in from outside. Children should look closely at the different parts of a plant using magnifying glasses if available. The children should notice the roots in the soil. Is there a stem, leaves and a flower? What shape are the leaves? Discuss their findings as a class.
- **Activity 2** – Children label the parts of a plant on their activity 2 worksheet. A word bank is provided to help them.
- **Challenge** – Children are to discuss and answer the challenge question with their learning partner. Sentence starters are provided. Take feedback from the class before revealing the answers on the following slide.

Main activity

Activity 1 – Children should make detailed observations using real plants. This can be done in the classroom with plug plants/potted plants or with plants that have been brought in from outside. Children should look closely at the different parts of a plant and notice the roots in the soil. Is there a stem, leaves and a flower? What shape are the leaves?

Activity 2 – Label the parts of a plant on the activity 2 sheet. An adapted worksheet is available in the lesson resources.

Challenge

Children consider the challenge question and discuss with their partner. How can you tell something is a plant even if you can't see any leaves? The example photo of a cactus is shown. Children should think about the other parts of a plant that they would expect to see such as roots. They also should remember that plants will grow and need water. They may think about trees that don't have leaves in winter.

Cumulative quiz questions

4. Name the different parts of this plant.
5. Do all plants have flowers?
6. Match the description with the plant.

Self-assessment

- I can name the parts of a plant.
- I know that some plants have flowers.
- I can describe what different plants look like.

Key vocabulary

stem – part of a plant that supports leaves and flowers
petal – part of a flower that is often colourful

plant – a living thing that often has roots, stem and leaves
roots – part of a plant that is underground
flower – part of a plant that helps to make new plants
leaves – part of a plant that makes food