


Growing Well – Early Stage 1

Living World Strand

Term	1	2	3	4	Weeks	1	2	3	4	5	6	7	8	9	10	11
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Outcome	Lesson Sequence – Overview	Resources	Word Wall
<p>STe-3LW-ST explores the characteristics, needs and uses of living things</p> <ul style="list-style-type: none"> ➤ identify plants in the school grounds ➤ discuss the basic needs of plants and animals <p>STe-1WS-S observes, questions and collects data to communicate ideas</p> <ul style="list-style-type: none"> ➤ contribute to a discussion about the needs of plants and animals ➤ draw a plant and label what it needs to grow 	<p>Lesson 1 Plant spotters – Lesson focus p1</p> <ul style="list-style-type: none"> • To capture students' interest and find out what they think they know about how living things have basic needs including food and water • To elicit students' questions about the basic needs of plants and animals. <p><u>Students:</u></p> <ul style="list-style-type: none"> • <i>participate in a school grounds walk</i> • <i>discuss the basic needs of plants and animals record their ideas about what plants need to grow and stay healthy</i> 	<ul style="list-style-type: none"> • class science journal • word wall • 2 potted seedlings (see 'Preparation') • optional: digital camera 	<p><i>alive</i></p> <p><i>animal</i></p> <p><i>celery</i></p> <p><i>change</i></p> <p><i>environment</i></p> <p><i>flower</i></p> <p><i>food</i></p> <p><i>garden</i></p> <p><i>graph</i></p> <p><i>grow</i></p> <p><i>healthy</i></p> <p><i>investigation</i></p> <p><i>journal</i></p> <p><i>leaf</i></p> <p><i>needs</i></p>
<p>STe-3LW-ST explores the characteristics, needs and uses of living things</p> <ul style="list-style-type: none"> ➤ discuss what things might affect plant growth ➤ uses their senses to observe and measure plant growth 	<p>Lesson 2 <u>Planting investigations – Lesson focus p7</u></p> <ul style="list-style-type: none"> • To provide students with hands on, shared experiences of what plants need to survive by investigating the growth of plants under different conditions <p>Session 1 – Getting ready to grow</p> <p><u>Students:</u></p> <ul style="list-style-type: none"> • <i>choose an investigation question</i> • <i>work in teams to set up the investigation</i> 	<ul style="list-style-type: none"> • class science journal • word wall • team skills chart • team roles chart • 1 small bag of potting mixture or nutrient-rich soil • 1 bucket of sand • 8 large storage or potting trays • 8 large self-adhesive labels for trays (see 'Preparation') 	<p><i>alive</i></p> <p><i>animal</i></p> <p><i>celery</i></p> <p><i>change</i></p> <p><i>environment</i></p> <p><i>flower</i></p> <p><i>food</i></p> <p><i>garden</i></p> <p><i>graph</i></p> <p><i>grow</i></p> <p><i>healthy</i></p> <p><i>investigation</i></p> <p><i>journal</i></p> <p><i>leaf</i></p> <p><i>needs</i></p>

<p>STe-1WS-S observes, questions and collects data to communicate ideas</p> <ul style="list-style-type: none"> ➤ discuss how to measure plant growth ➤ contribute to class discussions ➤ record observations using a drawing 	<p>Session 2 How tall?</p> <p><u>Students:</u></p> <ul style="list-style-type: none"> • <i>discuss how to record plant growth</i> • <i>work in teams to make initial records of their plants</i> 	<ul style="list-style-type: none"> • 1 small measuring cup or water mister(see 'Preparation') • optional: digital camera <p>For each team</p> <ul style="list-style-type: none"> • role wristbands or badges for Manager and Speaker • each team member's science journal • 2 potted seedlings (see 'Preparation') • 2 large self-adhesive labels • 1 marking pen 	<p><i>nutrients</i></p> <p><i>observe</i></p> <p><i>pet</i></p> <p><i>plant</i></p> <p><i>predict</i></p> <p><i>rain</i></p> <p><i>root</i></p>
<p>STe-3LW-ST explores the characteristics, needs and uses of living things</p> <ul style="list-style-type: none"> ➤ observe and draw the features of a plant ➤ compare their observations with their predictions ➤ discuss how different parts of the plant contribute to helping it grow and stay healthy <p>STe-1WS-S observes, questions and collects data to communicate ideas</p> <ul style="list-style-type: none"> ➤ create an annotated drawing of a plant ➤ contribute to class discussions on the 	<p>Lesson 3 <u>Plant parts – Lesson focus p16</u></p> <ul style="list-style-type: none"> • To provide students with hands-on, shared experience of observing the leaves, stems and roots of plants <p><u>Students:</u></p> <ul style="list-style-type: none"> • <i>record what they think they know about the parts of a plant</i> • <i>closely observe all parts of a plant and compare with predictions</i> 	<ul style="list-style-type: none"> • class science journal • word wall • team roles chart • team skills chart • 1 potted seedling • 1 enlarged copy of 'take a look' (Resource sheet 2) • 1 small paintbrush • newspaper to cover desks • optional: digital camera <p>For each team</p> <ul style="list-style-type: none"> • role wristbands or badges for Manager and Speaker • 2 potted seedlings set up for the investigation (see Lesson 2, Session 1) • 2 popsticks • 1 marking pen • 1 potted seedling (see 'Preparation') 	<p><i>science</i></p> <p><i>seed</i></p> <p><i>seedling</i></p> <p><i>stem</i></p> <p><i>sunlight</i></p> <p><i>water</i></p>

<p>different parts of plants</p>		<ul style="list-style-type: none"> • 1 copy of 'Take a look' (Resource sheet 2) per team member • 1 small paintbrush • 1 magnifying glass • optional: disposable gloves (see 'Preparation') 	
<p>STe-3LW-ST explores the characteristics, needs and uses of living things</p> <ul style="list-style-type: none"> ➤ discuss where water poured onto a plant goes ➤ record ideas about roots taking water up to stems and leaves <p>STe-1WS-S observes, questions and collects data to communicate ideas</p> <ul style="list-style-type: none"> ➤ participate in discussions about plants and their roots ➤ use drawings to represent watered plants 	<p>Lesson 4 Going up – Lesson focus p23</p> <ul style="list-style-type: none"> • To provide students with hands-on, shared experiences of how plants use water <p>Students:</p> <ul style="list-style-type: none"> • <i>water plants and observe where the water goes</i> • <i>discuss the role of plant roots</i> 	<ul style="list-style-type: none"> • class science journal • word wall • team roles chart • team skills chart • 1 enlarged copy of 'Where does it go?' (Resource sheet 3) • 1 clear, strong container (see 'Preparation') • 1 teaspoon of red or blue food colouring • 2 stalks of celery • optional: digital camera <p>For each team</p> <ul style="list-style-type: none"> • role wristbands or badges for Manager and Speaker • each team member's science journal • 2 potted seedlings set up for the investigation (see Lesson 2, Session 1) • 2 popsticks • 1 marking pen • 1 container for watering (eg yoghurt container) • 1 copy of 'Where does it go?' (Resource sheet 3) per team member 	

STe-3LW-ST explores the characteristics, needs and uses of living things

- compare results of the investigations with predictions
- discuss popstick measurements and compare results
- explain the basic needs for plant growth

STe-1WS-S observes, questions and collects data to communicate ideas

- present information in a graph
- contribute to discussions about what plants need to grow

Lesson 5

What do plants need? – lesson focus p30

- To support students to represent and explain their understanding about the basic needs of plants
- To introduce current scientific views

Students:

- *create a graph of each plant's growth*
- *discuss the findings of each investigation*



- class science journal
- word wall
- team roles chart
- team skills chart
- 1 enlarged copy 'Which grew tallest?' (Resource sheet 4)
- optional: photos of plants taken throughout investigations
- optional: digital camera

For each team

- role wristbands or badges for Manager and Speaker
- each team member's science journal
- each team member's completed copy of 'Our plant predictions' (Resource sheet 1; see Lesson 2 Session 2)
- 2 potted seedlings set up for the investigation (see Lesson 2, session 1)
- 2 popsticks
- 1 marking pen
- measuring popsticks from each week
- 1 bottle of PVA glue
- 2 copies of 'Which grew tallest?' (Resource sheet 4) per team member

STe-3LW-ST explores the characteristics, needs and uses of living things

- discuss the needs of animals
- identify the needs of pets
- identify similarities and differences between plant and animal needs

STe-1WS-S observes, questions and collects data to communicate ideas

- draw and label the needs of an animal
- participate in class discussion comparing plant and animal needs
- participate in a Yes/No activity to present their information

Lesson 6

What do animals need? – Lesson focus p37

- To support students to conduct a survey to compare the basic needs of plants and animals

Session 1 – Looking at an animal


Students:

- *survey the needs of a chosen animal*
- *record their findings*

Session 2 – Yes or no?

Students:

- *share their observations*
- *participate in a Yes/No activity about their animals needs*



Session 1

- class science journal
- word wall
- 1 class pet
- 1 enlarged copy of 'information note for families' (Resource sheet 5).
- 1 enlarged copy of 'My animal' (Resource sheet 6)

For each team

- 1 'Caring for animals' folder (see 'Preparation')

Session 2

- class science journal
- word wall
- Yes and no signs (see ('Preparation'))

STe-3LW-ST explores the characteristics, needs and uses of living things

- identify common features of a plant, such as leaves and roots
- describe the use of plant parts for particular purposes, such as obtaining water
- identify the basic needs of plants and animals

STe-1WS-S

observes, questions and collects data to communicate ideas

- contribute to class discussion about the needs of plants and animals
- create a collage of a plant and its parts
- create a tag to communicate plant needs
- reflect on their learning during the unit

Lesson 7

Care for them all – Lesson focus p47

- To provide opportunities for students to represent what they know about how living things have basic needs, and to reflect on their learning during the unit

Students:

- *construct a virtual class garden*
- *write a tag with plant care information*
- *reflect on their learning during the unit*



- class science journal
- word wall
- 1 enlarged sheet of 'Plant tag' (Resource sheet 7)
- collage materials
- plant tags

For each student

- science journal
- A4 piece of paper
- 1 copy of 'Plant tag' (Resource sheet 7)