



## INTENT, IMPLEMENTATION, IMPACT - STRAND SCHEME OF WORK.

The curriculum is designed with our pupils and the Skidby community in mind. At Skidby CE VC Primary School we strive to be 'A Christian School in a small community, making a big difference.' This vision underpins every decision we make and drives the curriculum we teach. Though their educational journey with us we will develop the knowledge of every individual, help them to understand the challenges they will face in life and ultimately develop their skills to cope in an ever-changing society with the aim of helping the children to become respectful, responsible and resilient members of the community.

Subject	Relevant Curriculum Statements		Related Vocabulary
<b>SCIENCE – BIOLOGY – PLANTS</b>	EYFS	To make observations and explore plants in their natural environments.	Flower (T1) Leaf (T1) Stem (T2)
	KS1	To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Germination (T2) Seedling (T2) Deciduous (T2)
	KS2	To describe the life processes of plants.	Anther (T3) Sepal (T3) Pistil (T3)

### SCHOOL AIMS

Our curriculum focuses on these three key Christian values, giving children a deep level of knowledge and understanding to help them make their own decisions about how they can make a 'big difference'.

- ✓ **Respect**
- ✓ **Responsibility**
- Resilience**

### BRITISH VALUES

- Democracy.
- The rule of law.
- ✓ Individual liberty.
- ✓ Mutual respect.
- ✓ Tolerance of those of different faiths and beliefs

### CULTURAL CAPITAL

Children will gain an understanding of plants and trees and environments they need to flourish. Pupils may demonstrate knowledge of a variety of plants and trees that live in different environments. They will develop their understanding of the importance of plants and trees throughout the world and know the effect of global change on these plants and trees.

## IMPLEMENTATION AND SEQUENCING

### What will be made, produced, performed, or published?

Children will produce pieces of work, demonstrating their knowledge and understanding. They will participate in a sequence of lessons with a scientific focus, producing a range of evidence including written work.

### What sequence of activity and pedagogy will be undertaken?

**EYFS:** To observe and investigate some flowering plants and trees.

**Year 1:** To observe and investigate some flowering plants, trees and name them.

**Year 2:** To name an increasing number of flowering plants and trees and understand what they need to grow healthily.

**Year 3:** To understand what a range of flowering plants need to grow healthily and describe the functions of different parts: roots, stem/trunk, leaves and flowers.

**Year 4:** To understand what a range of flowering plants need to grow healthily and understand that different environments can pose dangers or opportunities to living things.

**Year 5:** To know the scientific names of the parts of a plant, their function, how different environments can impact upon them and how plants can adapt.

**Year 6:** To know the scientific names of the parts of a plant, their function and describe the life cycle of a plant, using scientific language.

**Mastery:** To describe the life cycle of a plant, using scientific language and classify plants based on specific characteristics.

## IMPACT

### What knowledge will the children have embedded?

Children will be able to recall specific scientific facts about plants, appropriate to age. They will demonstrate an understanding of plants in their environment.

### What retention may be demonstrated?

*Here are some example questions that may be used to assess children's understanding.*

**EYFS:** Can you name the coloured part of the plant? What do plants need to grow?

**KS1:** What do you call a tree that loses its leaves in autumn? Can you name some flowers and plants that may grow in your garden?

**KS2:** Describe the life cycle of a plant using some scientific vocabulary. Name a range of environments where plants may flourish.