Growing Plants : Science : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand that different seeds grow into different plants and to describe them.	Children will look at seeds and seed packets and establish what can be learned from them and how best to plant and grow different seed types. They may then either design seed packets or plant seeds.	• Do the children know seeds grow into plants? • Can the children name any plants that grow from seeds? • Do the children understand seed packets tell us what seeds need to grow?	• Slides • Worksheet 1A/1B/1C • Plant Sheet • A variety of seeds (FSD? activity only) • Seed Labels (FSD? activity only)
Lesson 2	To understand that plants can be grown from bulbs.	Children will learn about bulbs: their large food source, and the times of year at which they grow. They may then either undertake a sequencing activity to show bulb growth, or plant bulbs.	• Do the children know plants grow from seeds and bulbs • Can the children name any plants that grow from bulbs? • Can the children explain why some plants need to grow from a bulb?	• Slides • Worksheet 2A/2B/2C • Picture Cards A/B/C • A variety of bulbs (FSD? activity only) • Bulb Labels (FSD? activity only)
Lesson 3	To be able to explain why and how seeds are dispersed.	Children will learn about fruits: The seeds they contain and some ways in which they are dispersed. They may then either study a variety of fruits or explain how seeds are dispersed in their own words.	• Can children explain why seeds need to be dispersed? • Can children give suggestions as to why fruits have so many seeds? • Can children describe some of the ways in which seeds can be dispersed?	• Slides • Worksheet 3A/3B/3C/3D • Variety of seeded fruits (FSD? activity only)
Lesson 4	To plan, carry out and evaluate an investigation into the conditions that affect germination.	Children will learn about germination, then devise tests to determine the various conditions seeds need to germinate. They may then either conduct an investigation or study and interpret a given set of results.	• Can children ask questions that can be investigated scientifically and suggest how to answer them? • Can children plan and carry out an investigation, making sure it is a fair test? • Can children evaluate their results and draw conclusions?	• Slides • Worksheet 4A/4B/4C/4D • Seeds/Plant pots/Soil/Measuring cylinders/ Water • Results Sheet (FSD? activity only)
Lesson 5	To observe and describe how a plant changes as it matures.	Referring back to prior learning, children will consider how plants change over time. They may then either undertake sequencing activities, or describe stages in the growth of their own plant.	• Can the children explain how their plant has changed over time? • Can the children use scientific words to explain each stage of the plants development? For example 'germination', 'growth', 'leaves', 'stem', 'shoots', 'roots'? • Do the children understand what a plant needs to grow?	• Slides • Worksheet 5A/5B/5C/5D • Time lapse video • Plants grown from seeds or bulbs in lesson 1 or 2 • Picture Cards (FSD? activity only) • End of Unit Quiz slides and sheets

NB: 'FSD? Activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan