



# Year 1

## Remote Learning

### English Week 11 (w/b 1.6.20)

<p><b>Message</b></p> <p>Dear Year 1,</p> <p>This week, we will be learning about plants. You will be looking at the different parts of a plant and writing about them.</p> <p>By the end of this week, you will be able to:</p> <ul style="list-style-type: none"><li>● identify and describe the basic structure of flowering plants.</li><li>● describe the basic life cycle of a plant.</li><li>● name and recognise some plants' fruits and their seeds.</li></ul> <p>We hope that you have a lovely week and enjoy learning about plants.</p> <p>Love from</p> <p>The Year 1 teachers</p>	<p><b>Phonics</b></p> <p>This week, please focus on the sounds /ea/ (saying: e) in head, bread, ready, deaf, healthy, weather, instead and breakfast.</p> <p>The tricky words to focus on for reading and spelling are: more, before (reading) any, eyes (spelling)</p> <p>We encourage you to do one powerpoint a day with your child. At school, the teachers read the stories to the children and ask them to do the different reading and writing activities.</p>	<p><b>Website Links</b></p> <p>You can read ebooks on the following website: <a href="https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&amp;query=&amp;type=book&amp;age_group=&amp;level=&amp;level_select=&amp;book_type=&amp;series=#">https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&amp;query=&amp;type=book&amp;age_group=&amp;level=&amp;level_select=&amp;book_type=&amp;series=#</a></p> <p>You will need to register for this website, but the resources are free. Click on 'level' and under Oxford level or Book band choose the level of book that your child is currently at. There are a selection of ebooks that your child can read to you.</p> <p><a href="https://new.phonicsplay.co.uk/">https://new.phonicsplay.co.uk/</a> This is free to use at the moment. We are currently teaching phase 5. Username: march20 Password: home</p> <p><a href="http://www.letters-and-sounds.com/">http://www.letters-and-sounds.com/</a> We have done phase 3 and 4 and are currently teaching phase 5.</p>
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## Lesson 1

### Making a plant growth poster

(Parts of a plant)

Watch these two short videos about the different parts of plants

[https://www.youtube.com/watch?v=bLhTgTwbYMI&list=PLcvEcrsF\\_9zLI1enZ2h4kF396AtH90d9F&index=1](https://www.youtube.com/watch?v=bLhTgTwbYMI&list=PLcvEcrsF_9zLI1enZ2h4kF396AtH90d9F&index=1)

<https://www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/z3wpsbk>

Now you need to go on a hunt.

Your job is to find a flower you really like. It doesn't matter what it is. Weeds and wildflowers can be even more beautiful than some of the flowers we mean to grow.

You could do this as part of your daily exercise, you could just nip out to the garden, or to a window box. You can even find wild flowers growing on footpaths.

Either take some paper (for your poster) and a pencil with you (even better with colouring pencils) or you can take some photos to copy later.

When you find your specimen, you are going to draw one stem with its leaves and flower/flowers. It is best not to pick the plant, but if it's a weed from your garden, your grown up might let you pull it up so you can see the roots. Draw your flower as clearly as you can and be sure to look carefully as you draw.

Next, you will need to label the parts. If you haven't drawn the roots, imagine them. Where would they go?

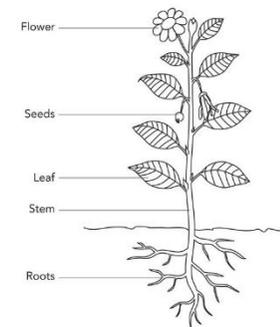
Label the 'roots', 'stem', 'leaf', 'flower', 'petal' (you might even see 'seeds').

Make sure you are thinking really carefully to sound the words out by yourself.

Afterwards, you could watch this stop-motion video of a plant growing. Look at the roots. Did you draw your roots similarly? Did you draw the soil?

<https://www.youtube.com/watch?v=w77zPAtVTuI>

Keep your poster, you will need it tomorrow.



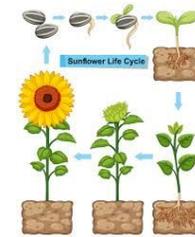
## Lesson 2

### Making a plant growth poster (What do plants need?)

Watch these two short videos about what plants need to survive.

[https://www.youtube.com/watch?v=RXVhiUnTA8&list=PLcvEcrsF\\_9zLl1enZ2h4kF396AtH90d9F&index=2](https://www.youtube.com/watch?v=RXVhiUnTA8&list=PLcvEcrsF_9zLl1enZ2h4kF396AtH90d9F&index=2)

<https://www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/zxxsyrd>



Now, on your poster see if you can draw in the things that your plant needs to survive. Think about where (and how) you will draw each of the elements on your poster.

Make sure you label all the elements; 'nutrients', 'light', 'air', 'water', 'space' and 'time'.

To make your poster more informative, write a sentence explaining why plants need them. e.g. "A plant needs light to help make food for itself."

You could write these explanations at the bottom of your poster, or next to the relevant label.

## Lesson 3

### The Life cycle of a plant

Watch these short videos

<https://www.bbc.co.uk/teach/class-clips-video/science-ks1-the-plant-life-cycle/zjr8d6f>

<https://www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/z2vdjxs>

Now, you need to go and investigate in your kitchen. Can you find any foods that have seeds? (All fruits and seeded 'vegetables' count – e.g. cucumbers, peppers, squashes, tomatoes, peas, beans etc.) What do the seeds look like?

You know what the 'fruit' looks like, but what about the plant they grew on? Your job now is to find out what the plants (and flowers) look like for each of the fruits (and vegetables) you have found seeds in.

This is a chance to do lots of exploring and investigating. You could start by using Google Images to search – e.g. find a pepper in the fridge and search 'pepper plant' to see what it looks like. You can also search 'pepper plant flower'. You will find lots of pictures for each search.

See if you can find a variety of plants that fruit and vegetables grow on – small plants (e.g. strawberries and courgette) shrubs / larger plants (e.g. peppers or beans) and trees (e.g. apples and bananas. You don't need to record everything you find out, but jot down the names of ones that you find particularly interesting, unusual or just like a lot. You will need them tomorrow.

Pay attention every time you have a meal too – you might find something worth investigating when cooking, or on your plate!

You might enjoy this video of sunflowers, from seed to seed <https://www.youtube.com/watch?v=zst08tm9s6M&t=103s>

Why do you think one flower makes so many seeds?

## Lesson 4 and Lesson 5

### The Life cycle of a plant continued.

Over the next two days, you are going to record your investigations from yesterday – like a botanist might. A Botanist is a scientist who is an expert in plants.

For each of your favourite, most interesting, most surprising or most beautiful ‘fruits’ that you chose yesterday, fill in a botanist’s report. You can use the template provided or you could make your very own botany book. Whatever you think would be most informative.

You will need to draw the seed, the plant, the flower and the fruit for each plant you choose. Try and do really careful looking to make your drawing as accurate as possible – then other people could use your report to identify fruits and plants!

For each drawing, you will also need to write a short description. The description might include colours, textures, shapes, tastes or smells. For example, “Strawberry seeds are tiny and yellow. They are on the outside of the strawberry.”

Make sure you are thinking carefully about your sounds when you write. Try and sound words out yourself and don’t forget your capital letters, finger spaces and full stops!

Depending on your interest, you can choose how you would like to continue this project into Lesson 5.

You might want to produce life cycle reports for lots of different ‘fruits’ that you have found out about.

Or, if you find out other interesting facts about the plants you investigated, then you might want to focus on just a few, but include more information about them. You might have found out where they grow, you might have found out when they flower and fruit or how tall they grow. You might be interested in how to grow them. If you’d prefer to work in this way, then you can use the ‘additional info’ sheets or add extra pages to your book.

You might even try growing your own, from the seeds that you found in your ‘fruits’.

You could draw what you see over the next few weeks, or you could take a photo every week to show how much it grows.



