




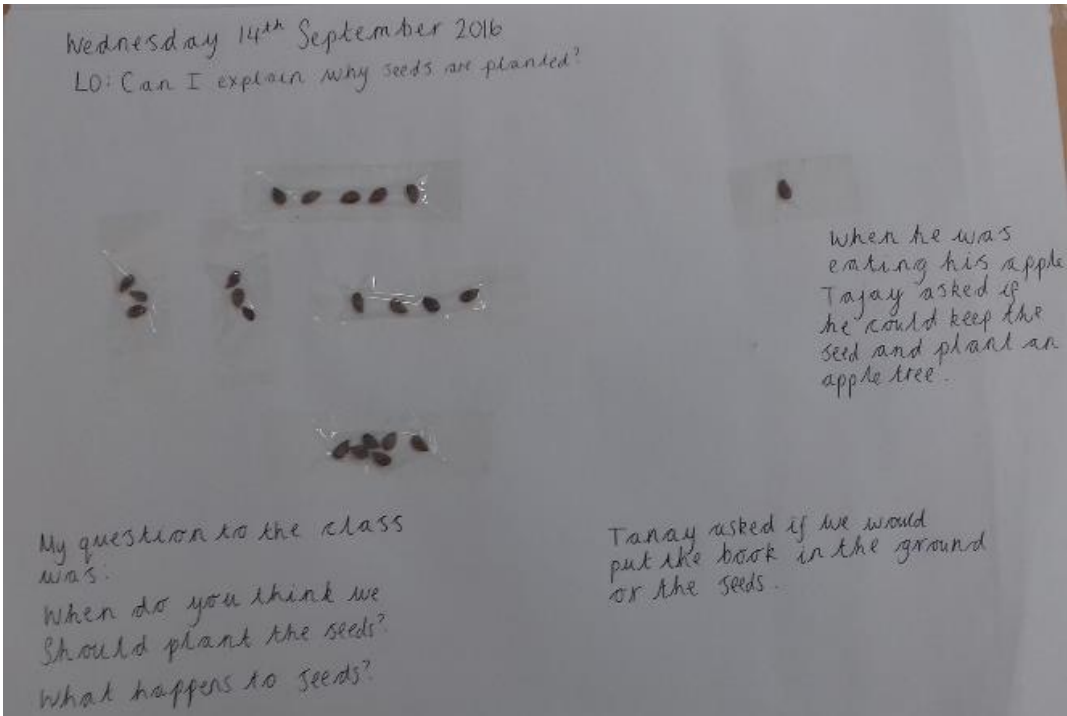
## Examples of Work


Shanae

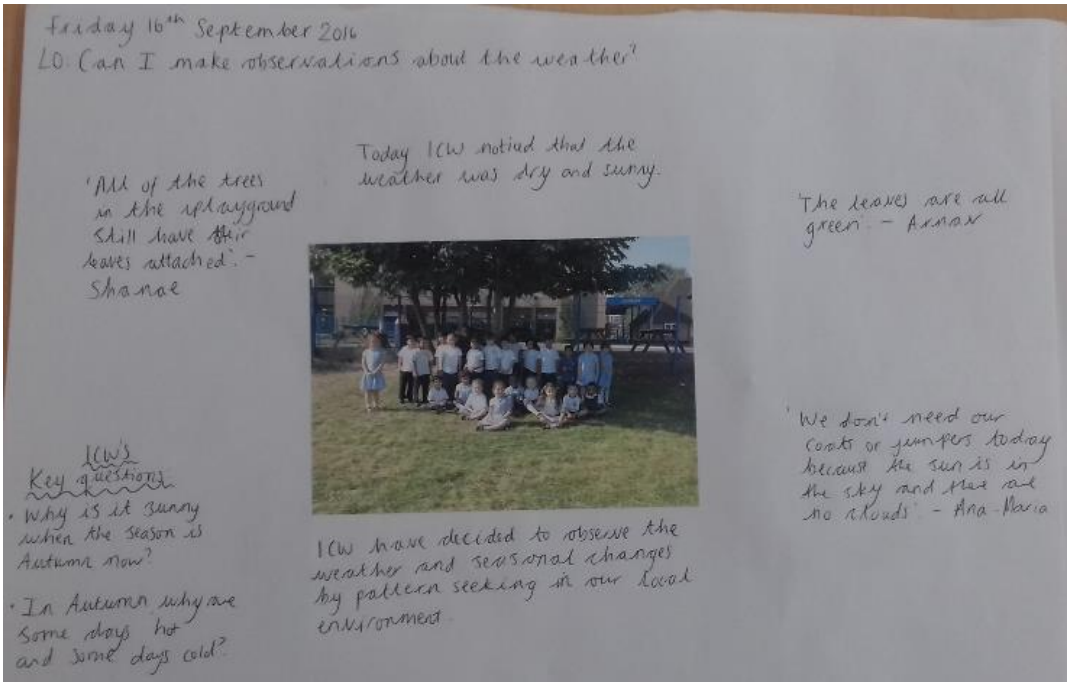
Plants - Year 1




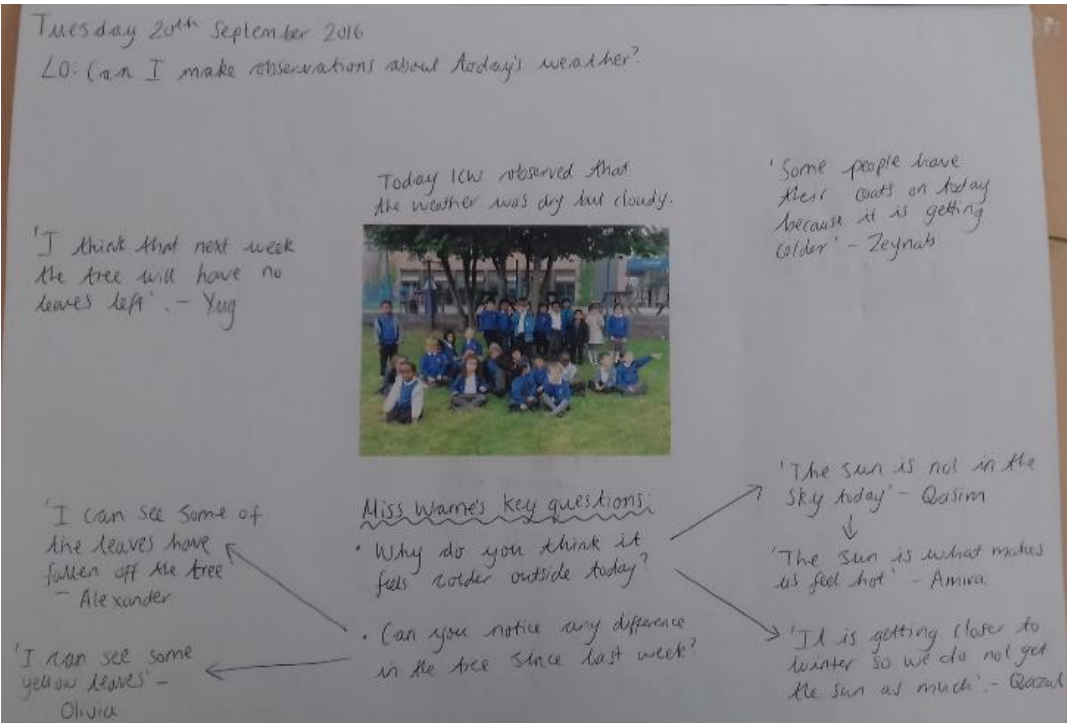
	Year	1	Topic	Plants
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>			
	Description of activity			
	<p>Whilst eating an apple, during fruit time, a child in the class noticed the seeds and asked if he could plant them. The teacher used this opportunity to talk about the seeds.</p>			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations	 <p>Wednesday 14<sup>th</sup> September 2016 LO: Can I explain why seeds are planted?</p> <p>When he was eating his apple Tanya asked if he could keep the seed and plant an apple tree.</p> <p>My question to the class was: When do you think we should plant the seeds? What happens to seeds?</p> <p>Tanya asked if we would put the book in the ground or the seeds.</p>	Working scientifically
<p>Shanae noticed that the seeds were all a similar shape, size and colour.</p>		Image from class floorbook


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	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>			
	Description of activity			
	To start their learning about seasonal change, the children were taken outside to make observations about the weather. As part of this work, the teacher decided to photograph the children under a chosen tree. They visited this same tree throughout the year.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>"The leaves are all green. There are a few leaves on the floor. There is shade under the tree."</p>		<p>Shanae makes a general comment about all the trees in the playground.</p>
Teacher observations		Working scientifically

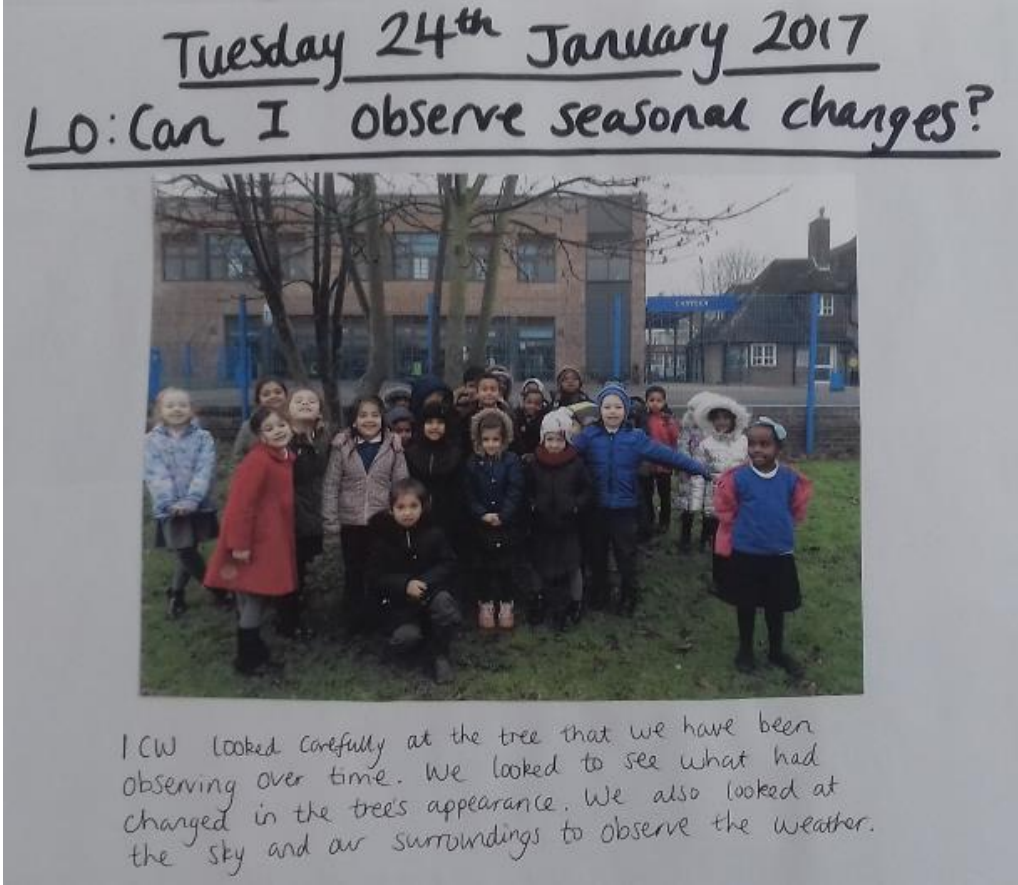
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	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>			
	Description of activity			
The following week, they went out to the same spot to look for changes in the tree. The children noticed that the leaves were starting to turn yellow and there were more leaves on the floor.				


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>"By winter, the tree may not have any leaves."</p>	 <p>Tuesday 20<sup>th</sup> September 2016 LO: Can I make observations about today's weather?</p> <p>Today I have observed that the weather was dry but cloudy.</p> <p>'Some people have their coats on today because it is getting colder' - Zeynab</p> <p>'I think that next week the tree will have no leaves left' - Yung</p> <p><u>Miss Warner's key questions:</u></p> <ul style="list-style-type: none"> <li>Why do you think it feels colder outside today?</li> <li>Can you notice any difference in the tree since last week?</li> </ul> <p>'The sun is not in the sky today' - Qasim ↓ 'The sun is what makes us feel hot' - Amira</p> <p>'I can see some of the leaves have fallen off the tree' - Alexander</p> <p>'I can see some yellow leaves' - Olivia</p> <p>'It is getting closer to winter so we do not get the sun as much' - Qasim</p>	<p>Working scientifically</p>
Teacher observations		Working scientifically


	Year	1	Topic	Plants
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>			
	Description of activity			
	Each week, the class visit the same tree to look for small changes.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations	<p>Friday 30<sup>th</sup> September 2016 10: Can I make observations of the changes in a tree?</p> <p>'I can see that lots of the helicopter seeds we found before have gone brown and fallen off' - Ameer</p>  <p>'Some of the leaves look scrunched up and brown on the floor. I think this is because they are not alive anymore' - Tajay</p> <p>'I can tell which leaves have come from this tree because they all are the same shape' - Amira</p> <p>↓</p> <p>We have started to do some pattern seeking and leaf classification.</p> <p>Today I observed that the weather was dry but cloudy and windy. We needed to put our coats on to work outside. The clouds were 'light grey'. - (Mehriya)</p> <p>'The wind is blowing the dead leaves off of the tree'. - Tanusha</p>	Shanae recognises that the leaves on a tree have a similar shape.
Shanae matched the leaves on the floor to those on the trees to identify which tree they had come from.		Working scientifically

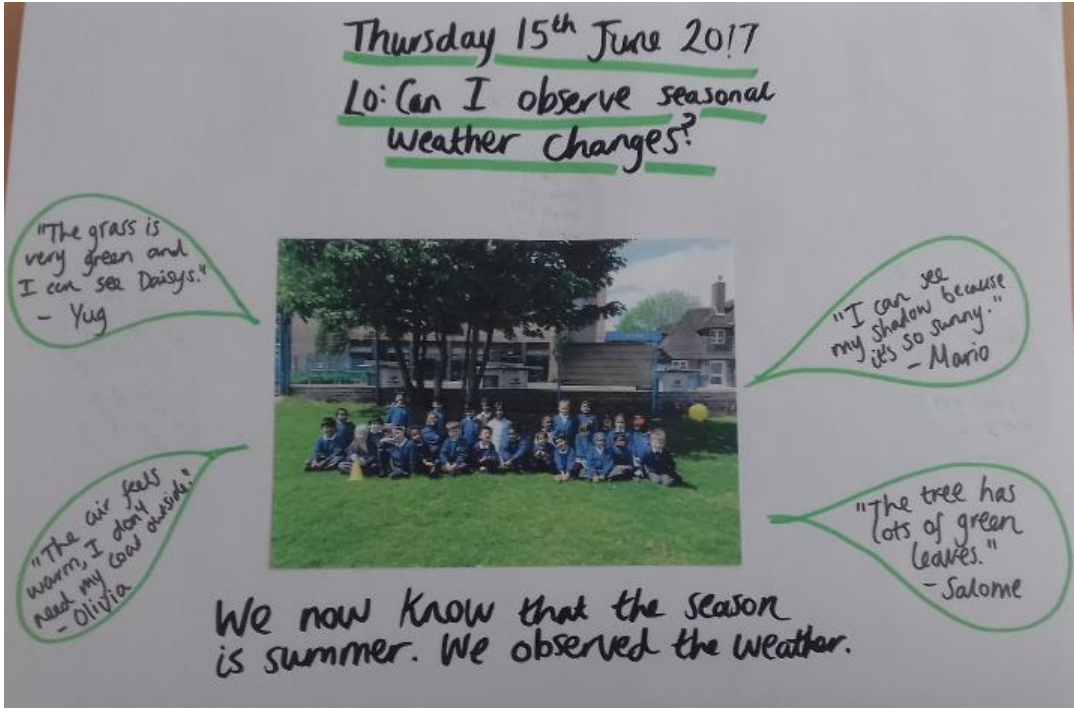
	Year	1	Topic	Plants
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>			
	Description of activity			
	The class visit the same tree again in January.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>"There are no leaves on the branches. They have all fallen off. It was cold today. We had to put our coats on."</p>		<p>Shanae talks about the leaves and branches of the tree.</p>
Teacher observations		Working scientifically

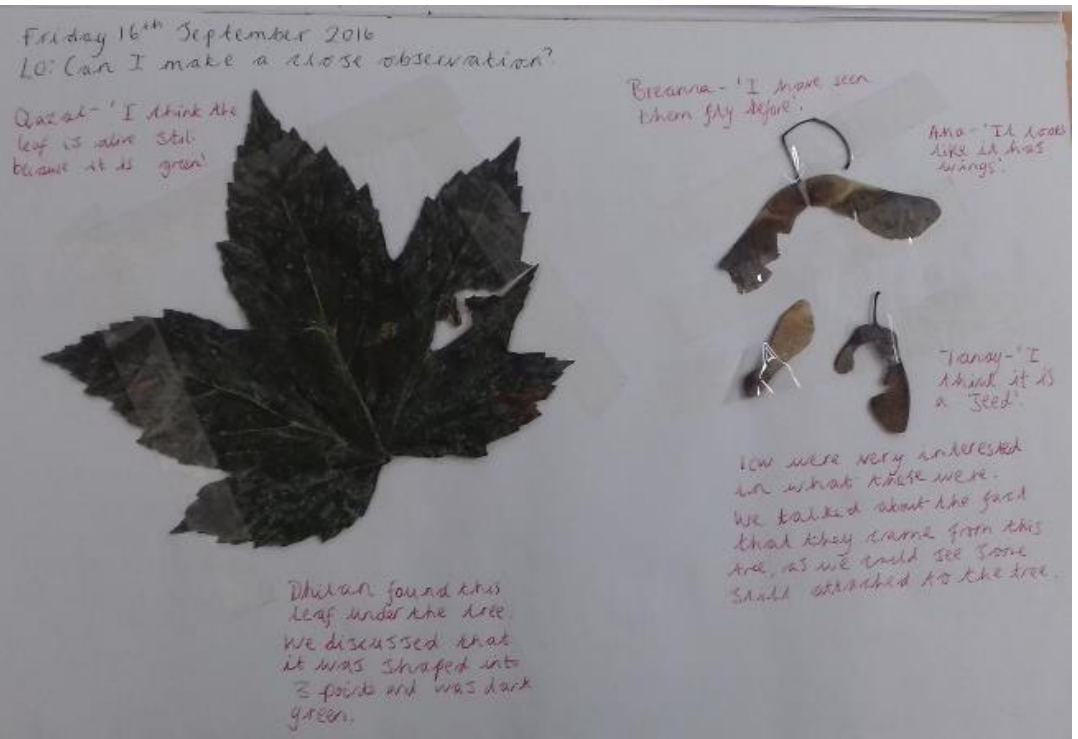
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	Focus of assessment (National Curriculum statements)			
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	Description of activity			
	The class visit the same tree again in May.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>"The tree is full of leaves again. They have grown back."</p>		
Teacher observations		Working scientifically


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	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>			
	Description of activity			
	At the end of the year, one last visit by the class to their tree revealed a final set of observations about how it changed through the four seasons.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>"It started with leaves. Then they turned brown and fell off the branches. Now new leaves have grown again."</p>		<p>Shanae talks about how the tree has changed through the year.</p>
Teacher observations		Working scientifically


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	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>			
	Description of activity			
	<p>While out in the school grounds, the children were given the opportunity to look at the plants. They were particularly interested in one tree, as some of the leaves had fallen on to the floor so they were able to look at them more closely. There were also some seeds on the floor.</p>			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations		Working scientifically
		Shanae observes closely to help her describe her leaf.

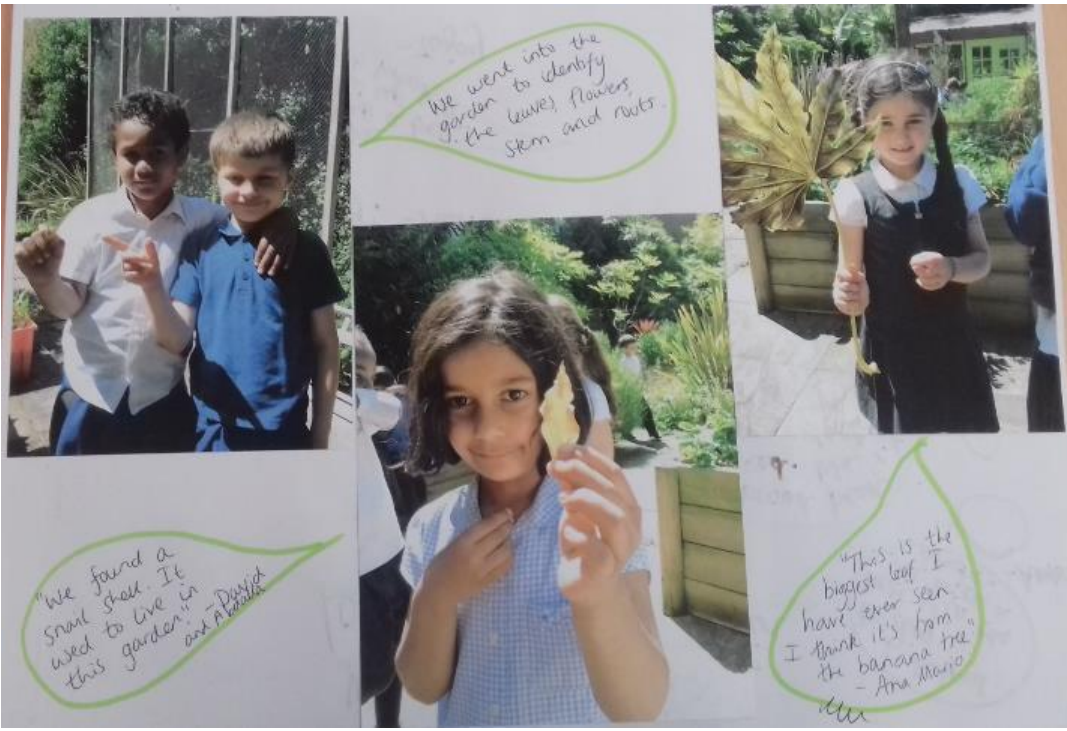
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	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>			
	Description of activity			
At the end of September, the class explored leaves outside, making a series of observations.				


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>“We found so many different leaves. They are all different shapes and sizes, as they have come off different trees.”</p>		<p>Shanae describes leaves and recognises that the leaves are different on different plants.</p>
Teacher observations		Working scientifically

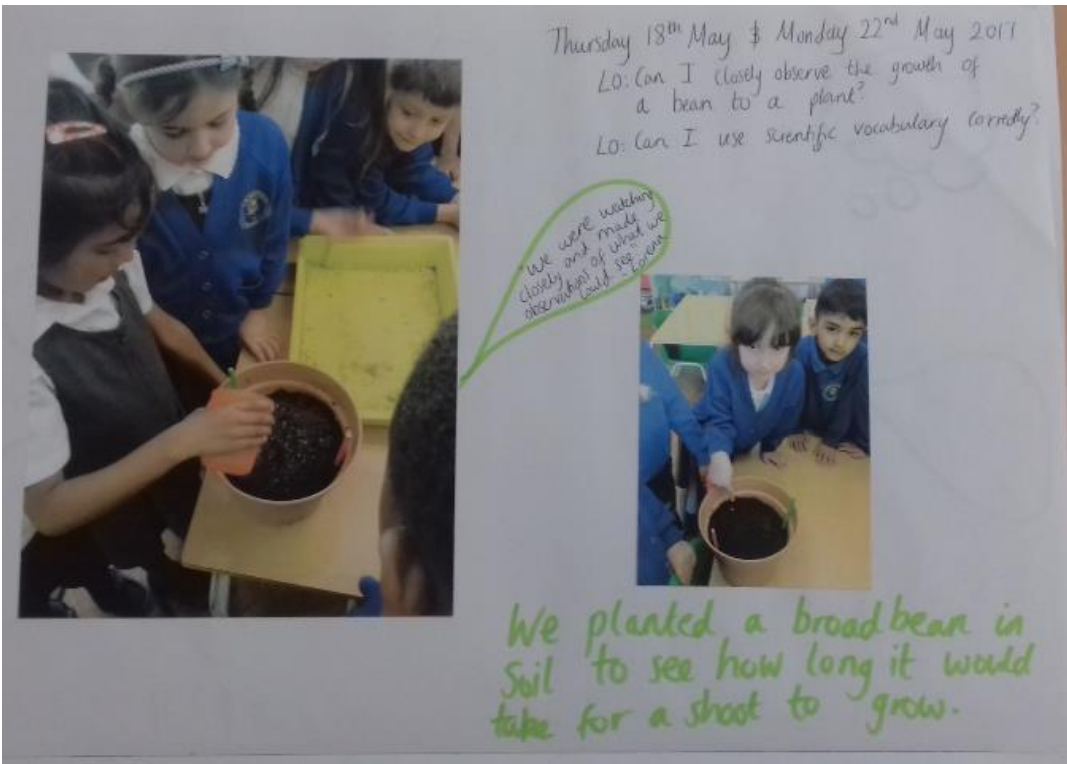
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	Focus of assessment (National Curriculum statements)			
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	Description of activity			
	The children were allowed to pull up plants that they identified as weeds, which gave them an opportunity to look at different roots.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>"This weed was in the crack in the ground. It has lots of thin, white roots."</p>		<p>.</p>
Teacher observations		Working scientifically


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	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>			
	Description of activity			
	The children went outside to look for leaves, flowers, stems and roots.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations		Shanae is confident in naming and describing some of the basic parts of plants – leaves, roots, branches, stems and flowers. She has not yet used the full range of vocabulary to describe the structure of plants.
Shanae found roots sticking out of the ground, pointed out unusual leaves and stems, and found the flower she liked the most.		Working scientifically

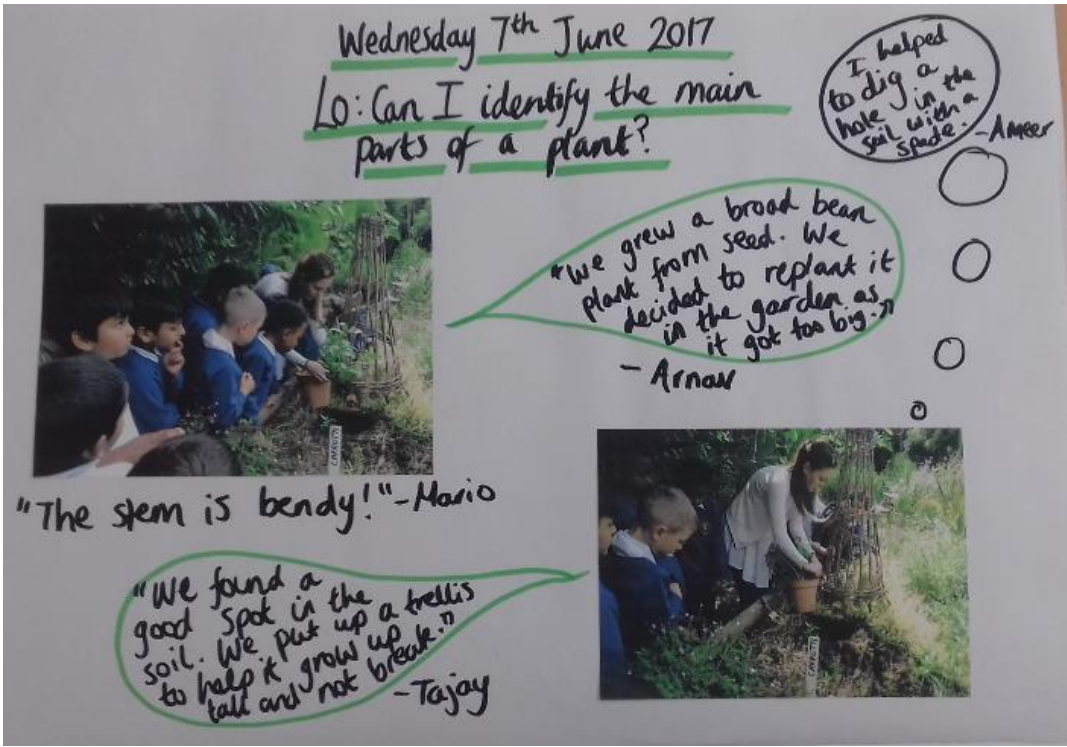
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	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>			
	Description of activity			
	In May, the children looked at bean seeds and then planted them in pots of soil.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>“When it starts to grow, you will see a shoot coming out of the ground. There will also be roots growing in the soil.”</p>	 <p>Thursday 18<sup>th</sup> May &amp; Monday 22<sup>nd</sup> May 2017          LO: Can I closely observe the growth of a bean to a plant?          LO: Can I use scientific vocabulary correctly?</p> <p>We were watching closely and made observations of what we could see.</p> <p>We planted a broad bean in soil to see how long it would take for a shoot to grow.</p>	<p>Shanae talks confidently about the seed, shoot and roots.</p>
Teacher observations		Working scientifically

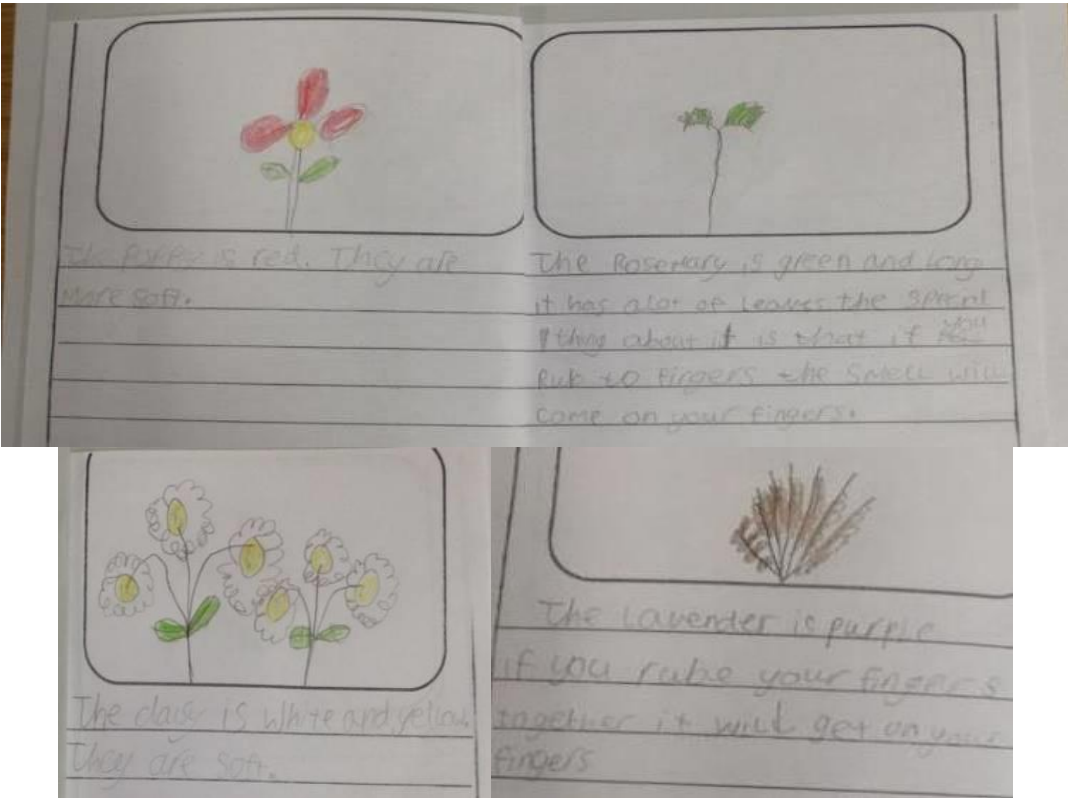
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	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>			
	Description of activity			
	After four days, the children noticed that the bean seed had grown.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>"You can see a little green shoot."</p>		
Teacher observations		Working scientifically


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	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>			
	Description of activity			
	In June, the children planted the bean seedlings outside as they had grown too big to keep in the classroom.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>"We put the bean next to trellis as the stem was very bendy. We wrapped the stem around the trellis to hold the bean up."</p>		<p>Shanae describes the stem of the bean plant.</p>
Teacher observations		Working scientifically

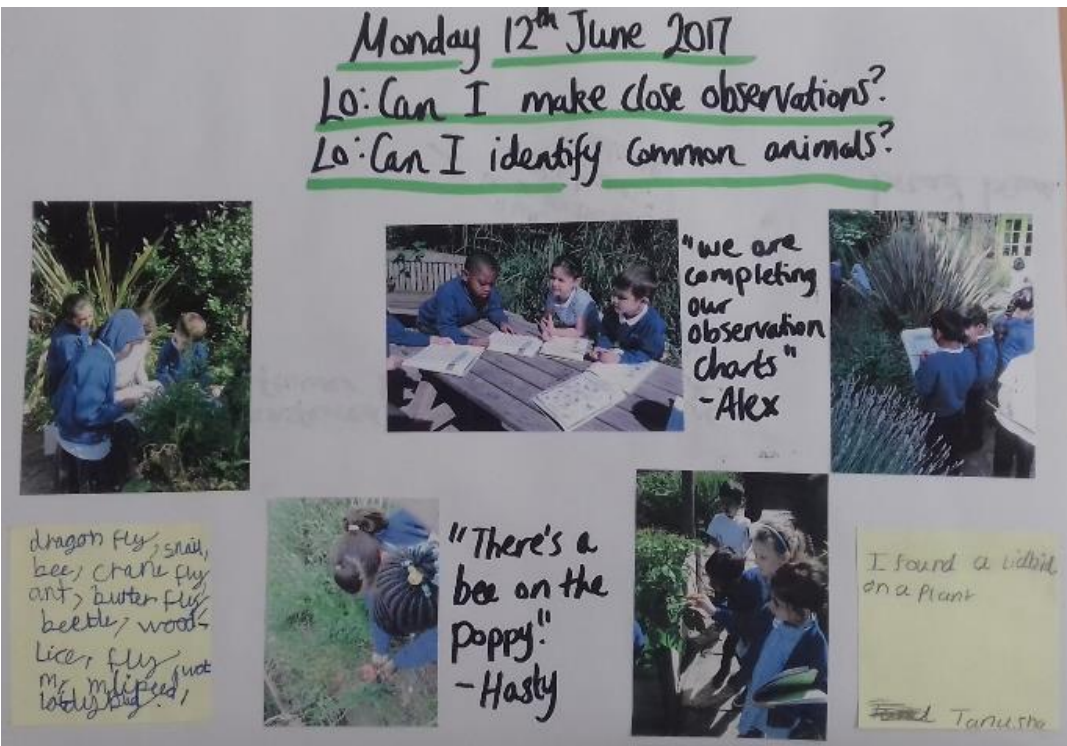
	Year	1	Topic	Plants
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> </ul>			
	Description of activity			
	<p>The children were given named photos of flowering plants that they would be able to find when they went outside. They took turns to describe a plant to a partner while looking at the photo. They then went outside to find each plant, using the photos to name them. While outside, they studied the plants closely and made observational drawings to make into booklets to help others name the flowers in the garden area.</p>			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations		<p>Shanae identifies and names a variety of common wild and garden plants.</p>
		Working scientifically
		<p>Shanae uses different senses while observing the plants.</p>


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	Description of activity			
<p>In this creative activity in which assessments could be made, the children undertook 'plant bashing' to produce images. Each child was set the task of bashing a particular part of different plants.</p>				


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations		Working scientifically
<p>Shanae was asked to 'bash' a daisy leaf (left) and a strawberry flower (right).</p>		<p>She collected the right parts from the correct plants, demonstrating that she could identify flowers and leaves, and the strawberry and daisy plants.</p>


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	<ul style="list-style-type: none"> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>			
	Description of activity			
	<p>A few weeks after the identifying and naming activity, the children went out to look for animals. This gave the teacher another opportunity to talk to the children about the plants in the area they were exploring.</p> <p><i>Note that naming and identifying invertebrates is not part of the Year 2 curriculum.</i></p>			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations		Working scientifically
		<p>Shanae recalls the names of the plants.</p>

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	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>			
	Description of activity			
	The children also visited another area of the school to look at the plants regularly. At the end of the year, the teacher asked them to talk about what they know. The video is just under one minute long.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
		The teacher continues to prompt and develop additional language and knowledge.
<b>Teacher observations</b> During this short clip, Shanae names the olive tree and also makes observations about the leaves.	Click <a href="#">here</a> to watch the video.	Working scientifically

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	Description of activity			
	<p>The children were taken outside and engaged in a conversation while exploring the plant area. The video is nearly three minutes long.</p> <p><i>Note the teacher strayed into knowledge from Year 3 when she asked about the function of the stem.</i></p>			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
		Shanae names the lavender and daisies. She can find and describe a poppy and rosemary.
Teacher observations		Working scientifically
Shanae needs to be prompted to use the word flower initially.	Click <a href="#">here</a> to watch the video.	


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	Description of activity			
	The children continue to talk about trees. Although the plant in question, this time the banana plant, is technically a herb not a tree.			

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
		
Teacher observations		Working scientifically
	Click <a href="#">here</a> to watch the video.	

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	Description of activity			
	<p>While outside, the children were given an opportunity to talk more about the parts of plants. This video is 90 seconds long.</p> <p><i>Note that the teacher incorrectly states that the seeds are inside a bud. She also confuses types of plants with parts of plants.</i></p>			

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
		
Teacher observations		Working scientifically
	<p>Click <a href="#">here</a> to watch the video.</p>	

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	Description of activity			
	Finally, a conversation about the identification of an apple tree. This video is just over one minute long.			

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
		
Teacher observations		Working scientifically
	Click <a href="#">here</a> to watch the video.	



## Overall summary

Secure

The children have observed one tree through the year which provides Shanae with the opportunity to talk about how it has changed - the leaves changing colour, falling off the branches, and then growing back again. She has been given many opportunities at different points during the year to look at many different plants growing in the school grounds which means she has learnt to identify and name these plants. She has used her senses to explore these plants, and can name and describe the parts of these plants with which she has become familiar.