



Plants: Parts, Needs & Growth

LEARNING GOAL

Recognise common plant parts, describe basic functions and observe changes as plants grow.

Study -> Practise -> Talk -> Make -> Reflect

Designed for short adult-supported sessions and independent return practice.

Purpose

Recognise common plant parts, describe basic functions and observe changes as plants grow.

Suggested rhythm

Use 10-15 minutes. Model one example, let the child try, ask how they know, then stop while attention is still positive.

Feedback

Praise the strategy, careful observation or explanation. If an answer is wrong, ask the child to show their thinking before correcting it.

Transfer

Use the hands-on task before or after the printable page so the skill connects to real objects, talk and movement.

Safety & independence

Adult supervision is expected for cutting, small objects, outdoor exploration, water, torches or elastic bands. Adapt materials to the child.

Words & ideas to notice

SCIENCE

Say the words, use them in conversation, then return to them during the activities.

Root

Use it in your own sentence or explanation.

Stem

Use it in your own sentence or explanation.

Leaf

Use it in your own sentence or explanation.

Flower

Use it in your own sentence or explanation.

Grow

Use it in your own sentence or explanation.

Talk prompt

Which of these words feels newest? Explain what you think it means and give an example connected to plants.

1

Roots help anchor a plant and take in water/minerals; stems support and transport; leaves capture light for food-making.

2

Plant growth depends on suitable water, light, air, nutrients and temperature.

SHOW IT ANOTHER WAY

I notice

I wonder

I predict

I found

Adult: model the first item. Child: explain what you notice or how you know.

1 Label root, stem, leaf and flower on a drawing.

2 Predict what may happen if a plant receives no light.

3 Order: seed, sprout, seedling, mature plant.

4 Record one change you could observe over a week.

Work carefully. Draw, mark, build or write when that helps your thinking.

- 1 Label root, stem, leaf and flower on a drawing.
- 2 Predict what may happen if a plant receives no light.
- 3 Order: seed, sprout, seedling, mature plant.
- 4 Record one change you could observe over a week.
- 5 Which part is usually below the soil?

SHOW YOUR THINKING

Use the idea in a new way

SCIENCE

Work carefully. Draw, mark, build or write when that helps your thinking.

1 Order: seed, sprout, seedling, mature plant.

2 Record one change you could observe over a week.

3 Which part is usually below the soil?

4 Why is one observation day not enough to study growth?

5 Label root, stem, leaf and flower on a drawing.

SHOW YOUR THINKING

Talk 1 Which part is usually below the soil?

Talk 2 Why is one observation day not enough to study growth?

Talk 3 What strategy, clue or observation helped you most with plants?

Talk 4 What mistake might someone make here? How could you help them notice it?

A complete explanation is more valuable than a fast one-word answer.

DO SOMETHING REAL

Grow a fast seed with adult help. Measure or sketch it at the same time on several days.

RECORD WHAT HAPPENED

What I did

What I noticed

What I would try next

CREATE CHALLENGE

Draw a "plant care" guide with three actions and reasons.

Use this space to draw, label, plan or draft.

Independent challenge

SCIENCE

Try without help first. Then explain or check your work with a grown-up.

1 Which part is usually below the soil?

2 Why is one observation day not enough to study growth?

3 Create one new example that would help another Grade 1 learner practise plants.

MY CHECK

☐ I tried a strategy ☐ I checked it ☐ I can explain one idea

ANSWER / REVIEW NOTES

- Roots.
- Growth is change over time, so repeated observations provide better evidence.

LEARNER REFLECTION

One thing I understand better now:

One thing I want to practise again:

One real-life example I can think of:

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