COURTWOOD PRIMARY SCHOOL

Nurturing Knowledge;
Learning for Life.

Year 2

Summer 1

Science – Plants

Knowledge Organiser Homework Booklet

This booklet should be used to practice the key facts from our curriculum themes from the year so far.

Homework: Year 2: Summer Term 1 – Science How Do I Grow My Own Salad?

Set: 26/04/21. Mid-Point Check (book in school): 12/05/21. Due completed: 26/05/21.

Your child must complete the compulsory spellings, times tables, knowledge organiser and reading tasks weekly (first row), which all children should be practising regularly to ensure good progress. They must also complete a 'project' by the final hand-in date which shows an aspect of their history topic learning. This could take many forms: a booklet, PowerPoint presentation, creative model and explanation, poster, essay etc. The choice is your child's and should be completed as independently as possible.

All other tasks are optional and can be completed at any point in the half term. Homework tasks are designed to support children's knowledge and understanding of the curriculum and use evidence-based approaches to retrieval and learning, to ensure children are able to know more and remember more, move knowledge into their long-term memory and begin to make deeper connections in their learning. Children should be able to complete many tasks independently, drawing on their memory of learning at school. We expect that children who complete these tasks will achieve well and be supported in meeting their end of year group age-related curriculum expectations.

Maths	English	Science – Plants
Weekly Compulsory Task: • **Practice times tables (x2, x5, x10) at least three times a week for 10 minutes.**	**Weekly Compulsory Tasks:** • **Learn and practice weekly spellings.** • **Read to an adult at least three times a week for 10 minutes.**	**Weekly Compulsory Task:** • **Study the knowledge organiser for 30 mins. a week.** • **Select one box from your Learning Journey retrieval grid and write down as much as you can remember from memory about that category in 10 minutes.**
Complete your 'Do I still remember…' questions below. Show your answers/workings out in your homework book. **Do I still remember…** • My number bonds to 10, 20 and 100 (i.e. 7+3, 17+3, 30 + 30 etc) • My 2, 5 and 10 times tables • How to add and subtract multiples of 10 from any 2-digit number (e.g. 32 – 10, 43 + 20)	Practice using the **key vocabulary** on your knowledge organiser. You could: • Cover the word and recall it using the definition/ cover the definition and recall it from the keyword; • Use one word as your 'Word of the Day' each day. • Try clapping out the number of syllables in the new word and saying it in a sentence.	List as many facts as you can from our topic. Time yourself – how many can you do in 10 minutes and then study your knowledge organiser and try to beat your score next time. Can mum or dad add any facts that you may have forgotten?
Make a set of flashcards with the 3 x tables on them. Can you order them in sequence and practice counting in 3s, up to 12 x 3. Make one set of questions and one with the answers. Play a game of pairs or snap with the flashcards to become more familiar with the 3 x table.	Find a story of your choice that has a plant theme and share it with a grown up. Design a new front cover for the book and write a short blurb for the story.	**Research:** Plant 3 eggshells/pots of cress. Change the conditions for each pot (e.g. – one in a dark cupboard, one in the sunlight and one on a shelf). Predict which pot will grow the most. Take photos of the cress journey and what you find out from the investigation. Which cress pot grew the best and why?
Go to: Hit the Button - Quick fire maths practise for 6-11 year olds (topmarks.co.uk) to practice your 3 x tables Try and beat your score each time.	**Writing Task:** Write a set of instructions to explain how to plant a seed or bulb. Remember to use the imperative (bossy) verbs we learnt during the spring term. You could try to follow your own instructions carefully to plant your own seed or bulb.	**Creative Task::** Create a collage to show the life cycle of a plant or flower of your choice, from a tiny seed to when it dies. You can use natural resources to create your life cycle, collage materials or another of your choice.

Knowledge Organiser

Science Knowledge Organiser: Plants

Year 2: Summer Term 1

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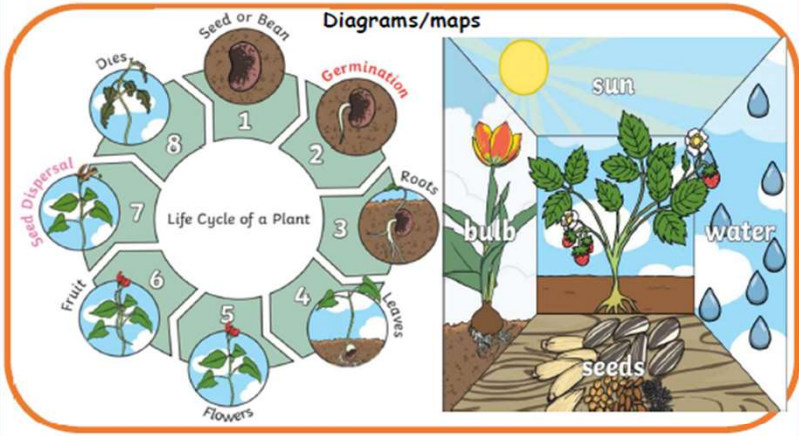
Who: Scientific Influences

Name/Picture	Why significant
 David Douglas 1799-1834	David was a Scottish botanist who worked at the Glasgow Botanical Gardens and the Royal Horticultural Society in London. He took part in three trips from England to North America. He introduced the Douglas fir in 1827, as well as several other pines, fir trees, the lupin and the flowering currant. Douglas died on an expedition to Hawaii while climbing a mountain called Mauna Kea.
 Jeanne Baret 1740 - 1807	Jeanne was a French woman who accompanied her partner, the botanist Philbert Commerson, on an expedition to South America, Tahiti and Mauritius. She was the first woman to sail around the world. Women were not allowed on board ships at that time, so she had to disguise herself as a man to join the expedition. She and Commerson introduced the bougainvillea to Europe, as well as around 70 other plants.

Sticky Knowledge

Know that seeds and bulbs need to be buried underground in soil and that they will grow into adult plants under the right conditions (water, warmth).
Know plants are deprived of light, food or air will not grow and will die.
Know that plants and animals produce offspring that grow into adults.

Diagrams/maps



Possible Scientific Enquiry Questions

Observing over time	Plant seeds and bulbs and observe how they grow.
Identifying, classifying and grouping	Classify seeds and bulbs.
Pattern seeking	Do big seeds germinate more quickly? Does it matter which way round you plant a bulb or seed? Which comes first, the root or the shoot?
Research using secondary sources	Look at packets to decide how to plant and care for seeds e.g. How much water do they need? Do they need shade/full sun?

Extended Specialist Vocabulary

Word	Definition
New Vocabulary	
bulb	stage of a plant that is formed underground
seed	the small part of a flowering plant that grows into a new plant
survival	to remain alive and continue to exist
temperature	degree of hotness or coldness as measured on a scale
Revised Vocabulary	
nutrients	the act of using up something
consumption	the act of using up something
habitats	the natural environment of an animal or plant
energy	the power to make something work
growth	something that grows or has grown
deciduous	a deciduous plant loses its leaves once a year
evergreen	an evergreen plant keeps its leaves all year round
flower	flowers attract bees and insect to visit the plant
plant	to put or set in the ground for growth
tree	a plant having a permanently woody main stem or trunk
structure	a thing made up of a number of parts joined together in a certain way
roots	the part of a plant that usually grows underground. Roots take up water and nutrients, and hold the plant in the soil
stem	the main part of a plant that grows up from the ground and supports the branches, leaves and flowers

Retrieval Grid

Retrieval Grid Task: Each week you must select ONE box and write down as much as you can remember from memory about that category in 10 minutes. You cannot write in a box more than once. Write the date you completed each box. You may want to revisit your knowledge organiser before (but put it away before you do this!) and you can of course use information you can retrieve from lessons. It is important that you **do one box a week** and do not try and answer all of the boxes at the same time at the end of the six weeks – your memory will be stronger if you do a box every week.

Key Vocabulary related to this topic (from the Knowledge Organiser) Date:	Parts of a Plant Date:	Germination and Growth Date:
Life Cycle of a Plant Date:	Plants We Can Eat Date:	Jeanne Baret Date: