

## PLANTS: Growing (Year 5 and 6)

<b>AIMS</b>
<ul style="list-style-type: none"> <li>• To know how plants grow.</li> <li>• To make a hypothesis.</li> <li>• To be precise in experimental work.</li> </ul>

<b>Teaching objectives</b>	<b>Learning outcomes</b>
<b>CONTENTS</b>	
<p><b><u>Concepts:</u></b></p> <ul style="list-style-type: none"> <li>• Conditions that a plant needs to grow.</li> </ul> <p><b><u>Procedures:</u></b></p> <ul style="list-style-type: none"> <li>• Making a hypothesis.</li> <li>• Working with variables.</li> </ul> <p><b><u>Attitudes:</u></b></p> <ul style="list-style-type: none"> <li>• Being precise in experimental work.</li> </ul>	<p><b><u>Concepts:</u></b></p> <ul style="list-style-type: none"> <li>• Drawing and oral production.</li> </ul> <p><b><u>Procedures:</u></b></p> <ul style="list-style-type: none"> <li>• Drawing and oral production.</li> <li>• Drawing and oral production.</li> </ul> <p><b><u>Attitudes:</u></b></p> <ul style="list-style-type: none"> <li>• Being precise when preparing the experiment.</li> </ul>
<b>COGNITION</b>	
<ul style="list-style-type: none"> <li>• Experimenting</li> <li>• Hypothesizing</li> <li>• Listing</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing and oral production.</li> <li>• Drawing and oral production.</li> <li>• Oral production.</li> </ul>
<b>COMMUNICATION</b>	
<i>The activity has its own scaffolding to help the pupils to talk and write.</i>	
<b>CULTURE/CITIZENSHIP</b>	
The importance of adaptation to the environment.	

<b>ACTIVITIES</b>
1.- What does a plant need to grow? What will happen if the plant...
<b>RESOURCES</b>
<i>You will find them on the pupils' activity sheets and/or in the teachers' notes.</i>