

Mrs Daisytop's Flowers

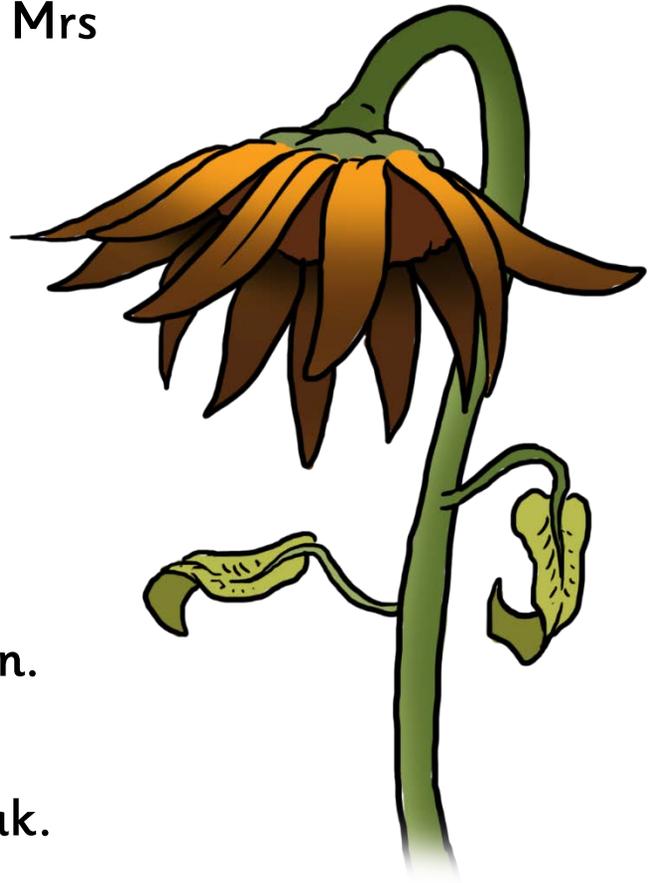
One day Mrs Daisytop was looking at her **healthy** flowers.



She is happy that they are **growing** well.

Three days later after no rain Mrs

Daisytop's **plant** looked sad.



The **petals** had drooped.

The **leaves** were turning brown.

The **stem** was starting to break.

What should we do to help Mrs Daisytop's sunflower get strong and healthy again?

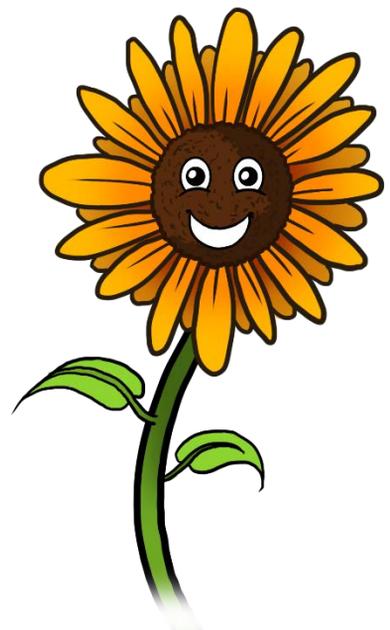
Does the plant need **water** or no water?



Does the plant need **light** or dark?



That's right! With lots of light, water
and love Mrs Daisytop's
sunflower will look
happy again.



Mrs Daisytop's Flowers – Oral Teacher Questions

What type of flower is Mrs Daisytop growing? (AF2) **Sunflower**

Name the two main things plants need to stay healthy. (AF2) **Water and light.**

Can you name three things that happened to Mrs Daisytop's plant? (AF2) **Petals, leaves and stem started to die.**

What do you think would have happened if the plant did NOT get any water? (AF3) **Died**

What time of year do we try and grow sunflowers? (AF3) **Spring and summer.**

What sort of face is on the last flower picture? (AF6) **Happy**

Why do you think this is? (AF3) **Any positive answer relating to flowers getting the correct amount of light and water.**

What do you think we might grow a sunflower in? (AF3) **Any answers with soil.**

Mrs Daisytop's Flowers – Follow-Up Work

What type of flower is Mrs Daisytop growing? (AF2)

Name the two main things plants need to stay healthy. (AF2)

Can you name three things that happened to Mrs Daisytop's plant? (AF2)

What do you think would have happened if the plant did NOT get any water? (AF3)

What time of year do we try and grow sunflowers? (AF3)

What sort of face is on the last flower picture? (AF6)

Why do you think this is? (AF3)

What do you think we might grow a sunflower in? (AF3)

Mrs Daisytop's Flowers – Vocab 1

Match the words to the pictures.

water



leaves



light



plant



Write the meaning of these words.

healthy _____

growing _____

petals _____

Mrs Daisytop's Flowers – Vocab 1

Match the words to the pictures.

water

leaves

light

plant



The image shows a matching exercise. On the left, the words 'water', 'leaves', 'light', and 'plant' are listed. On the right, there are four illustrations: a sunflower, a sun, a watering can, and a leaf. Red lines connect the words to the pictures: 'water' is connected to the watering can, 'leaves' is connected to the leaf, 'light' is connected to the sun, and 'plant' is connected to the sunflower.

Write the meaning of these words.

healthy – **something that is growing to be strong**

growing – **becoming taller and able to do more things**

petals – **part of a flowering plant**

Mrs Daisytop's Flowers – SPAG 1

Some of the letters have got mixed up!

Can you put them back in the right order to spell the words?

lpatn

ight

tsme

teawr

evaesl

Mrs Daisytop's Flowers – SPAG 1

Some of the letters have got mixed up!

Can you put them back in the right order to spell the words?

lpatn **plant**

ight **light**

tsme **stem**

teawr **water**

evaesl **leaves**

Mrs Daisytop's Flowers – SPAG 2

Write these sentences with full stops and capital letters.

a plant will not grow in a dark place

a plant needs water to grow healthy

the water in rain will also help flowers grow big and strong

the stem supports the plant from its roots to the flower head

a plant needs lights to grow

Mrs Daisytop's Flowers – SPAG 2

Write these sentences with full stops and capital letters.

A plant will not grow in a dark place.

A plant needs water to grow healthy.

The water in rain will also help flowers grow big and strong.

The stem supports the plant from its roots to the flower head.

A plant needs light to grow.

Classroom Secrets Codes for New Curriculum Reading Expectations

Comprehension

Year 1	C1	Discuss word meanings, making links to known vocabulary
	C2	Raise simple questions about texts they read and that are read to them
	C3	Answer simple, information retrieval questions about texts
	C4	Drawing on what they already know or on background information and vocabulary provided by the teacher
Year 2	C5	Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
	C6	Discussing the sequence of events in books and how items of information are related
	C7	Explaining the meaning of words in context
Year 3/4	C3	Asking questions to improve their understanding of a text
	C8	Identifying how language, structure, and presentation contribute to meaning
	C9	Retrieve and record information from non-fiction
	C7	Explains and explores the meaning of words in context
Year 5/6	C8	Identifies main ideas
	C10	Identifies language, structural and presentational features of texts
	C9	Retrieve and record information from non-fiction
	C11	Makes comparisons within the text
	C12	Distinguishes between fact and opinion

Predictions and Making Inferences

Year 1	PMI1	With support can link own experiences to what they read
	PMI2	Make predictions about reading from title and front cover and what has been read so far
	PMI3	Making inferences on the basis of what is being said and done
Year 2	PMI4	Answering and asking questions
	PMI2	Predicting what might happen on the basis of what has been read so far
Year 3/4	PMI5	Recognising simple recurring literary language in stories and poetry
	PMI6	Discussing their favourite words and phrases
Year 5/6	PMI2	Predicts what might happen from details stated and implied
	PMI3	Makes inferences from the text
	PMI7	Explains inferences and justifies them with evidence from the text

Summarising

Year 1	S1	Link title to key events in a text
Year 2	S2	Checking that the text makes sense to them as they read and correcting inaccurate reading
	S3	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction, reference books or textbooks
Year 3/4	S4	Identifying main ideas drawn from more than one paragraph and summarising
	S4	Summarises the main ideas drawn from more than one paragraph
Year 5/6	S4	Identifies key details that support the main ideas

Language for Effect

Year 1	LE1	Recognise and join in with predictable phrase.
	LE2	Recognising simple recurring literary language in stories and poetry
Year 2	LE3	Discussing their favourite words and phrases
	LE4	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
	LE4	Using dictionaries to check the meaning of words
Year 3/4	LE5	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
Year 5/6	LE6	Identifies and/or comments on writers' use of words, phrases and language features including figurative language

Themes and Conventions

Year 1	TC1	Retell familiar stories, fairy stories, traditional tales and rhymes
	TC2	Can talk about some of the key features of above texts
Year 2	TC1	Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
	TC4	Being introduced to non-fiction books that are structured in different ways
Year 3/4	TC4	Reading books that are structured in different ways
	TC5	Identifying themes and conventions in a wide range of books
Year 5/6	TC5	Identifies the themes and conventions of a range of texts
	TC2	Discusses/comments on themes and conventions in different genres and forms