

PRIOR KNOWLEDGE In Year 2 Pupils were taught to :

Observe and describe how seeds and bulbs grow into mature plants
Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

KEY VOCABULARY:

Trees - deciduous, evergreen, ash, birch, beech, rowan, common lime, oak, sweet chestnut, horse chestnut, apple, willow, sycamore, fir, pine , holly, etc

Wild flowering plants - cleavers, coltsfoot, daisy, dandelion, garlic mustard, mallow, mugwort, plantain, red clover, self heal, shepherd's purse, sorrel, spear thistle, white campion, white deadnettle and yarrow.

Garden plants – crocus, daffodil, bluebells, etc

Parts of plants – roots, branch, trunk, stalk, leaf, flower, petal, seeds, bulbs and twigs

Parts of a flower – petal, stamen (anther + filament), carpel (stigma + style + ovary + ovule)

Processes – pollination, fertilisation, germination

SCIENCE: Plants (Y3) Autumn 2

NATIONAL CURRICULUM: Pupils should be taught to: Identify and describe the functions of different parts of plants; roots, stem, leaves and flowers. Explore the requirements of plants for life and growth (air, light, nutrients from soil and room to grow) and how they vary from plant to plant. Investigate the ways in which water is transported within plants. Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Enquiry Questions:

1. How do the number of roots and their length affect the amount of water that is absorbed
2. What is the purpose of the stem?
3. What happens to plants that have no light?
4. How are different flowers pollinated?
5. How do flowers change over time?
6. Investigation into seed dispersal and the range from the plant/tree

CONTEXT:

Children study animals including plants in year 1 and 2 prior to Year 3. They will now be continuing their learning so that they learn about the life cycle of plants and how pollination occurs through different methods. Technical names for parts of plants are introduced.

STICKY KNOWLEDGE:

To be able to identify and describe the function of the roots.

To be able to investigate the ways in which water is transported within plants.

To be able to identify and describe the function of the stem.

To be able to identify and describe the function of the leaves.

To be able to identify and describe the function of the flower.

To understand pollination and seed dispersal

SKILLS:

To be able to use straightforward scientific evidence to answer questions or to support their findings

To be able to gather and record data.

To be able to make systematic and careful observations.