

Science plants spring 2 summer 1 Y3

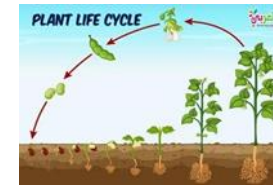
National Curriculum subject content:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment,
- including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings

National Curriculum theme:

- Pupils should be taught to:
- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants

Science plants spring 2 summer 1 Y3



Key Vocabulary:

| | |
|----------------|---|
| carpel | The female parts of the flower. |
| evaporation | When liquid turns into a gas. |
| fertilisation | When the male and female parts of the flower mix in order to make seeds for new plants. |
| flowers | They make seeds to grow into new plants. Their petals attract pollinators to the plant. |
| germination | When a seed starts to grow. |
| leaves | Part of the plant that make food for the plants. |
| petal | The brightly coloured part of the flower that attracts insects to pollinate the plant. |
| pollen | Powdery substance made by a plant when it reproduces. |
| pollination | When pollen is moved from the male plant to the female plant. |
| pollinator | Animals or insects which carry pollen between plants, e.g. birds or bees. |
| roots | These anchor the plant into the ground and absorb water and nutrients from the soil. |
| seed dispersal | A method of moving the seeds away from the parent plant so that the seeds have the best chance of survival. |
| sepal | Leaf-like structures that protect the flower and petals before they open out. |
| stamen | The male parts of the flower. |
| stem | Holds the plant up and carries water and nutrients from the soil to the leaves. |

Sequence of Learning:

Objectives (key knowledge):

| | | | | | |
|---|---|---|--|--|---|
| <p>Lesson 1 To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> | <p>Lesson 2 To learn what the requirements are for plant for life and growth (air, light, water, nutrients from soil, and room to grow).</p> | <p>Lesson 3 To know how to set up simple practical enquiries and fair tests. (Growing experiment)</p> | <p>Lesson 4 To learn how water is transported within plants. (Celery experiment)</p> | <p>Lesson 5 To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. (Link to week 4)</p> | <p>Lesson 6 To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. (Link to week 3)</p> |
| <p>Lesson 7 To know the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> | <p>Lesson 8 To know the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> | | | | |