Year 3 – Plants

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| Prior Learning | Year 3 | Future Learning | Vocabulary |
| * Observe and describe how seeds and bulbs grow into mature plants. (Y2 – Plants)
* Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Y2 – Plants)
 | * Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. (Y3 – Plants)
* 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. (Y3 – Plants)
* Investigate the way in which water is transported within plants. (Y3 – Plants)
* Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3 – Plants)
 | * Describe the life process of reproduction in some plants and animals. (Y5 – Living things and their habitats)
* Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms. (KS3)
 | absorb, deciduous, dispersed, dissect, evergreen, fertilisation, flower, flowering, germination, nutrients, ovule, stigma |

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| Key Learning | Possible Activities… |
|  Many plants, but not all, have roots, stems/trunks, leaves and flowers/blossom. The roots absorb water and nutrients from the soil and anchor the plant in place. The stem transports water and nutrients/minerals around the plant and holds the leaves and flowers up in the air to enhance photosynthesis, pollination and seed dispersal. The leaves use sunlight and water to produce the plant’s food. Some plants produce flowers which enable the plant to reproduce. Pollen, which is produced by the male part of the flower, is transferred to the female part of other flowers (pollination). This forms seeds, sometimes contained in berries or fruits which are then dispersed in different ways. Different plants require different conditions for germination and growth | * Observe what happens to plants over time when the leaves or roots are removed
* Observe the effect of putting cut white carnations or celery in coloured water
* Investigate what happens to plants when they are put in different conditions e.g. in darkness, in the cold, deprived of air, different types of soil, different fertilisers, varying amount of space
* Spot flowers, seeds, berries and fruits outside throughout the year
* Observe flowers carefully to identify the pollen
* Observe flowers being visited by pollinators e.g. bees and butterflies in the summer
* Observe seeds being blown from the trees e.g. sycamore seeds
* Research different types of seed dispersal
* Classify seeds in a range of ways including by how they are dispersed
* Create a new species of flowering plant
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| Working Scientifically | Common Misconceptions |
| Pupils might work scientifically by: comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser; discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed. They might observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers. | Some children may think:* plants eat food
* food comes from the soil via the roots
* flowers are merely decorative rather than a vital part of the life cycle in reproduction
* plants only need sunlight to keep them warm
* roots suck in water which is then sucked up the stem
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| Key Scientists |
| * **Charles Darwin (1809-1882)**
* **Joseph Banks (1743-1820) – botanist**
* **Ahmed Mumin Warfa - botanist**
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