Th

**Big Ideas/Substantive Concepts**

Flowering plants

Food and survival

Flower function

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

• explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and

seed dispersal

Questions

What are the parts of a flowering plant? What do they do?

Do all plants need the same things to thrive and grow?

How do leaves make food for the plant?

How does water move through a plant?

What do flowers do?

What is pollination?

**Key Vocabulary**

|  |  |
| --- | --- |
| **Tier 2** | **Tier 3** |
| adapt | transpiration |
| essential | stoma |
| glucose | pollination |
| transport | stamen |
| variety | pistil |
| vital | photosynthesis |
|  |  |
|  |  |
|  |  |
|  |  |

Year 3: Plants

**Resources:** [CUSP curriculum](https://www.unity-curriculum.co.uk/history/history-ks2/) and [Curriculum vision](https://www.curriculumvisions.com/indexHistory.html) resources for online non-fiction texts

Making connections to prior learning

|  |
| --- |
| **Year 2:**  Plants and bulbs  **Year 3:**  Animals, including humans |

Working Scientifically

|  |  |  |  |
| --- | --- | --- | --- |
| Ask relevant questions | Set up simple, practical enquiries and comparative fair tests | Make accurate measurements using standard units, using a range of equipment, eg. thermometers & data loggers | Gather, record, classify and present data in a variety of ways to help in answering questions. |
| Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables | Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions | Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests | Identify differences, similarities or changes related to simple, scientific ideas and processes |

**Outdoor Learning Opportunities**

Alfresco Learning: Year 3: “Plants”