

Plants	Science	Years 3 & 4, Term 5	Year A
Key vocabulary: Roots, stem/trunk, leaves, flowers, air, light, water, nutrients, soil, life cycle, pollination, seed formation, seed dispersal.			
Knowledge and skills: Ask relevant questions and use different types of scientific enquiries to answer them. (B1) Set up simple practical enquiries, comparative and fair tests. (B2) Gather, record, classify and present data in a variety of ways to help in answering questions. (B4) Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. (B5) Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. (B6) Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. (B7) Identify differences, similarities or changes related to simple scientific ideas and processes. (B8) Use straightforward scientific evidence to answer questions or to support findings. (B9) Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. (B13) 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. (B14) Investigate the way in which water is transported within plants. (B15) Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (B16) Recognise that soils are made from rocks and organic matter. (B33)		Possible activities: Look at role of roots and stem in nutrition and support, leaves for nutrition, flowers for reproduction, roots for stability and to extract water from the soil. Compare the effect of different factors on plant growth. Discover how seeds are formed by observing the different stages of plant life cycles over a period of time. Look for patterns in the structure of fruits that relate to how the seeds are dispersed. Observe how water is transported in plants e.g. putting cut, white carnations in coloured water and observing how water travels up the stem to the flowers. Dissect a plant and identify the main components.	
Spiritual, Moral, Social and Cultural Education and Promotion of British Values Spiritual: Observe patterns in water. The joy of growing. Children will consider the scope and wonder of the natural world and the fact that science does not answer every question we may wish to ask. Moral: Caring for plants. Not all scientific developments have caused positive change; some have brought about damage to people and the environment. Ethical considerations are vital when undertaking scientific research. Social: The value of plants as a foodstuff. Farming. Children will work together in groups to carry out investigations Cultural: Scientists are well respected in British culture, particularly after the pandemic highlighted their importance in our lives. British Values: Encourage children to accept responsibility for their behaviour. Children will show respect for each other’s thoughts and ideas during discussions. We know that our behaviour affects our rights and the rights of others; children will behave in a way that allows everyone to learn and achieve their potential.			