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| Week 1  | Week 2 | Week 3 | Week 4 | Week 5 | Week 6  |
| WALT understand the function of different parts of flowering plants and how to identify them | WALT use an investigation to find out what plants need to grow well | WALT use drawings, scientific language, labelled diagrams, keys, bar charts and tables to observe and record plant growth | WALT use observation skills to explore the transport of food colouring through a flower stem | WALT understand pollination and fertilisation by exploring the part that flowers play in the life cycle of flowering plants | WALT understand the order and stages of the life cycle of a flowering plant |
| Key Vocabulary |
| Seedlings, observe, record, light, air, measure, water, transport, transportation, food colouring, flower, stem, trunk, anchor, petal, attract, insect, pollination, fertilisation, seed dispersal, stages of life cycle, nutrients, minerals, roots, anchor.In this unit the children will learn the names of different parts of plants and the jobs they do; continuing their learning from Year 2. They will together scientifically investigate and record in different ways what plants need to grow well furthering their investigations skills from Year 2. They will also develop their prediction skills when exploring the transportation of water within plants. They will work practically to identify the parts of a flower and in doing so explore the life cycle of flowering plants.  |
| Milestone Indicator |
| * Identify and describe the functions of different parts of flowering plants: roots, stem, 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 role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

**Work Scientifically**Make accurate measurements using standard units, using a range of equipmentRecord 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. Use straightforward, scientific evidence to answer questions or to support their findings. |