



Note to teachers: see lessons 3-6. Consider planting before Feb half term to give time to grow

1. Can I identify and describe the functions of different parts of a flowering plant?

- **Prior learning (Year 2—Spring 2):** Grew plants from a bulb
- **Vocab:** roots, stem, leaves
- Know that flowering plants have different parts including roots, stem, leaves and flowers.
- Know that each part of a plant has a specific function, (e.g. roots absorb water and nutrients, the stem supports the plant and transports water).
- Know that leaves help the plant make food using light and that flowers are involved in reproduction.
- Know that diagrams can be used to identify and label the different parts of a plant.

(note for teachers – suggested task: provide real plants or clear images and ask children to label the parts, then match each part to its function using a labelled diagram or sorting activity.)

- **Using straightforward scientific evidence to answer questions or to support their findings**
- **Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables**

2. Can I identify the parts of a flower and explain their role in plant reproduction?

- **Prior learning (last lesson):** function of the parts of a flowering plant
- **Vocab:** plant reproduction, flower, pollen, seed,
- Know that flowers are part of a plant and are important for reproduction.
- Know that flowers have different parts, (e.g. petals, stamen and carpel) that help plants reproduce.
- Know that pollination happens when pollen is transferred from one flower to another, leading to seed formation.
- Know that seeds are produced after pollination and can grow into new plants.

(note for teachers – suggested task: allow children to carefully dissect a flower (e.g. daffodil) to observe and label its parts, linking each part to its role in reproduction.)

- **Making systematic and careful observations**
- **Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables**

3. Can I set up a comparative test to find out what plants need to grow and stay healthy?

- **Prior learning (last lesson):** explain the role of parts of a flower when reproducing
- **Vocab:** light, comparative test, nutrients, healthy
- Know that plants need certain conditions to grow well, including light, water, air, nutrients from soil and space to grow.
- Know that without one or more of these conditions, plants may not grow properly or stay healthy.
- Know that a comparative test involves changing one thing while keeping other things the same to make it fair.
- Know that observing changes in plants over time helps us understand what they need to grow.

(note for teachers – suggested task: set up a simple investigation where groups grow plants with different conditions (e.g. one without light, one without water, one with both) and observe changes over time to compare growth.)

- **Setting up simple practical enquiries, comparative and fair tests**
- **Making systematic and careful observations**

6. Can I explain the life cycle of a flowering plant using scientific evidence?

- **Prior learning (last lesson):** learnt how water is transported in plants
- **Vocab:** life cycle, flowering plant, pollination, dispersal
- Know that flowering plants have a life cycle that includes pollination, seed formation and seed dispersal.
- Know that pollination happens when pollen is transferred from one flower to another, often by insects or the wind.
- Know that seeds are formed after pollination and can grow into new plants.
- Know that seeds can be dispersed in different ways, (e.g. by wind, water or animals).

(note for teachers – suggested task: ask pupils to create a simple life cycle diagram showing each stage (pollination → seed → dispersal → growth) and explain it verbally or in writing.)

- **Using straightforward scientific evidence to answer questions or to support their findings**
- **Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions**

5. Can I investigate how water is transported within plants?

- **Prior learning (last lesson):** observe and record how plants grow over time
- **Vocab:** investigate, transported, stem
- Know water is absorbed by the roots and transported through the stem to the rest of the plant.
- Know water is important for keeping plants healthy and helping them to make food.
- Know we can observe water movement in plants using simple scientific investigations.
- Know evidence from observations helps us to explain how water moves through a plant.

(note for teachers – suggested task: place white flowers or celery in coloured water. Ask children to observe how the colour moves up the stem over time, recording what they see.)

- **Making systematic and careful observations**
- **Using straightforward scientific evidence to answer questions or to support their findings**

Plants

4. Can I observe and record how plants grow over time?

- **Prior learning (last lesson):** tested to find out what plants need to grow and stay healthy
- **Vocab:** growth, observe, measure
- Know that plants change and grow over time from seeds or bulbs into mature plants.
- Know that observing plants regularly helps us notice changes in height, number of leaves and overall health.
- Know measurements (e.g. height in centimetres) can be used to track plant growth accurately.
- Know recording results in tables/simple charts helps us to see patterns in plant growth over time.

(note for teachers – suggested task: continue from Lesson 3 by having children measure and record plant growth over several days or weeks using a table or simple chart, noting changes in height and appearance.)

- **Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units**
- **Gathering, recording, classifying/presenting data in variety of ways to help answering questions**