

<p>Term: Spring 2 Plants</p> <p>Science: Y1/Y2</p>	<p>Focus on the change between winter to spring</p> <p>Term 4 focus in more detail the Y3 plants PoS</p>
<p>NC Objectives</p>	<p>Key Knowledge and Vocabulary</p>
<p>Y1 Seasons – Spring continued</p> <ul style="list-style-type: none"> • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies. <p>Y1</p> <p>Identify and name a variety of common wild and garden plants</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Y2</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Y3</p> <ul style="list-style-type: none"> • 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. 	<p>Seasons – focus on the change from Winter to Spring – signs of spring, continue to look at sunset/rise times and how they are changing throughout the term.</p> <p>Key learning Y1 Plants PoS:</p> <p>Growing locally, there will be a vast array of plants, which all have specific names. These can be identified by looking at the key characteristics of the plant.</p> <p>Plants have common parts, but they vary between the different types of plants. Some trees keep their leaves all year while other trees drop their leaves during autumn and grow them again during spring.</p> <p>Possible Evidence:</p> <ul style="list-style-type: none"> • Can name trees and other plants that they see regularly • Can describe some of the key features of these trees and plants e.g. the shape of the leaves, the colour of the flower/blossom • Can point out trees which lost their leaves and those that kept them the whole year • Can point to and name the parts of a plant, recognising that they are not always the same e.g. leaves and stems may not be green <p>Key vocabulary:</p> <p>Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud</p> <p>Names of trees in the local area</p> <p>Names of garden and wild flowering plants in the local area</p> <p>Common misconceptions:</p> <p>Some children may think:</p> <ul style="list-style-type: none"> • plants are flowering plants grown in pots with coloured petals and leaves and a stem • trees are not plants • all leaves are green • all stems are green • a trunk is not a stem • blossom is not a flower. <p>Key learning Y2 PoS:</p> <p>Plants may grow from either seeds or bulbs, (focus on bulbs first, seeds towards term 4)</p> <p>These then germinate and grow into seedlings which then continue to grow into mature plants. These mature plants may have flowers which then develop into seeds, berries, fruits etc.</p>

Seeds and bulbs need to be planted outside at particular times of year and they will germinate and grow at different rates.

Some plants are better suited to growing in full sun and some grow better in partial or full shade – link into Y3 plants

Plants also need different amounts of water and space to grow well and stay healthy – link into Y3 plants.

Possible evidence:

- Can describe how plants that they have grown from seeds have developed over time
- Can identify plants that grew well in different conditions

Key Vocabulary:

As for Year 1 plus: light, shade, sun, warm, cool, water, grow, healthy,

Common misconceptions:

Some children may think:

- plants are not alive as they cannot be seen to move
- seeds are not alive
- all plants start out as seeds
- seeds and bulbs need sunlight to germinate.

Key Learning Y3 PoS

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.

Possible Evidence

- Can explain the function of the parts of a flowering plant
- Can describe the life cycle of flowering plants, including pollination, seed formation, seed dispersal, and germination
- Can give different methods of pollination and seed dispersal, including examples
- Can explain observations made during investigations
- Can look at the features of seeds to decide on their method of dispersal
- Can draw and label a diagram of their created flowering plant to show its parts, their role and the method of pollination and seed dispersal

Key vocabulary

Photosynthesis, pollen, stamen, stigma, insect/wind pollination, seed formation, seed dispersal (wind dispersal, animal dispersal, water dispersal)

Common misconceptions:

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.