

Year 3 – Term 5

Should humans interfere with nature?

SCIENCE



Gather, record, present data and report on findings from their own enquiries using simple scientific language in a variety of ways to help in answering questions: including oral and written explanations, displays or presentations, drawings, labelled diagrams, keys, bar charts and tables of results and conclusions.

Use results to draw simple conclusions, e.g. the ...-er the ..., the ...-er the ...

Read and spell simple scientific vocabulary correctly.

Long-term Memory Knowledge:

Explain what the different parts of a flowering part does: roots, stem/trunk, leaves, flowers.

Explain the basic requirements for all plants to be grow and be healthy.

Describe some of the ways in which water is transported in plants.

Explain the importance of flowers in the life cycle of a plant, using the words pollination, seed formation and seed dispersal.

Suggest questions to explore, relevant to the learning, and how a scientist might try to answer them.

Carry out simple comparative and fair tests.

Gather, record and present data in an appropriate way; use this to draw simple conclusions.

Use the appropriate scientific vocabulary.

Key Vocabulary

nutrients	something that is needed for healthy growth, development and to function
transportation	process of moving water, minerals and food to all parts of the plant body
dissect	cut or take apart for investigation
pollination	transfer of pollen, usually from one plant to another, so new plants can grow
seed formation	the making of a seed as part of the process of reproduction in plants
seed dispersal	movement, spread or transportation of seeds away from the parent plant

Progression in Resources:

a collection of seeds that use different means of dispersal; collection of different plants; digital microscope; petri dishes; filter paper; plastic boxes; mustard seeds; food dye; white carnations/roses; transparent containers; fertiliser; boxes; herb plants; different stemmed flowers with different shapes

Relevance

Now	Children appreciate the function of the different parts of a plant and treat them with care.
Future	They will be able to care for plants with an understanding of what plants need to thrive, enjoying plants in the home/garden and in public.
Aspiration	Pursue a career and/or interest in gardening and plants. This may be pursuing a career in horticulture or tending an allotment. They may become involved in the development of new varieties of plants, responding to the changing needs of the world and its population.

National Curriculum Links:

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.

Essential Prior Learning:

Children should be able to identify and name some common plants, including deciduous and evergreen trees, that can be found locally.

Identify the roots, stem, petals, branches, etc. of common flowering plants, including trees.

Seeds and bulbs grow into mature plants.

Plants need water, light and a suitable temperature to grow and stay healthy.

Progression in Skill:

Ask relevant questions using different types of scientific enquiries to answer them.

Set up simple practical enquiries, comparative and fair tests (using secondary sources: books, photographs and videos).