

Year 3 – Term 5

How does nature enable us to survive?

SCIENCE



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).

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:

Although all plants have the same basic requirements (air, light, water, nutrients from the soil and room to grow), they don't require them in the same quantities. Some children will be able to make links with habitats and recognise that plants are generally adapted to the environment in which they live.

Plants need roots to take up water and nutrients from the soil and leaves to make their own food.

Brightly coloured petals help to attract insects for pollination.

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:

magnifying glasses

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. 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.