






## Science Medium Term Plan

	<b>Year Group:</b>	<b>Term:</b>	<b>Topic/Unit :</b>		
	3	Spring	Plants		
<b>National Curriculum Programme of Study</b>	<ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of flowering plants: roots; stem/trunk; leaves; and flowers.</li> <li>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.</li> <li>Investigate the way in which water is transported within plants.</li> <li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>				
<b>Prior Learning</b>	<ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants. (Y2 - Plants)</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Y2 - Plants)</li> </ul>				
<b>Future Learning</b>	<ul style="list-style-type: none"> <li>Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats)</li> <li>Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms. (KS3)</li> </ul>				
<b>Links to other subjects</b>	Maths – Length				
<b>Enrichment</b>	Dissect celery				
<b>Working Scientifically</b>	<b>Comparative tests</b> 	<b>Identify and classify</b> 	<b>Observation over time</b> 	<b>Pattern seeking</b> 	<b>Research</b> 
	How does the length of the carnation stem affect how long it takes for the food colouring to dye the petals?	How many ways can you group our seed collection?	What happens to celery when it is left in a glass of coloured water?	What colour flowers do pollinating insects prefer?	What are all the different ways that seeds disperse?
<b>Working Scientifically Assessment Focus</b>	<p><b>Do: Observe and Measure</b> - Plants – Measuring plants</p> <p><b>Working Scientifically:</b> Do: Making systematic and careful observations and measurements using standard units</p> <p><b>Assessment Focus</b></p> <ul style="list-style-type: none"> <li>Can children use simple apparatus to measure water/height?</li> <li>Can children record their measurements?</li> </ul>				
<b>Sticky vocabulary</b>	<p>Photosynthesis, pollen, insect/wind pollination, seed formation, seed dispersal (wind dispersal, animal dispersal, water dispersal)</p> <p><b>Working scientifically vocabulary:</b></p>				
<b>End points</b>	<ul style="list-style-type: none"> <li>Many plants, but not all, have roots, stems/trunks, leaves and flowers/blossom.</li> <li>The roots absorb water and nutrients from the soil and anchor the plant in place.</li> <li>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.</li> <li>The leaves use sunlight and water to produce the plant's food.</li> <li>Some plants produce flowers which enable the plant to reproduce.</li> <li>Pollen, which is produced by the male part of the flower, is transferred to the female part of other flowers (pollination).</li> <li>This forms seeds, sometimes contained in berries or fruits which are then dispersed in different ways.</li> </ul>				

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|  | <ul style="list-style-type: none"><li>• Different plants require different conditions for germination and growth.</li></ul> |
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