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| ***Words to know and spell (Tier 2 Vocabulary)*** | | |
| structure | leaves | light |
| flowering | function | soil |
| plants | nutrients | fertiliser |
| roots | support | life cycle |
| stem | reproduction | seed |
| trunk | growth |  |

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| ***Words to understand and spell (Tier 3 Vocabulary)*** | |
| **anther** | The part of a stamen that produces and releases the pollen. |
| **dispersed** | Scattered, separated and spread through a large area. |
| **fertilisation** | In plants, where pollen meets the ovule to form a seed. |
| **ovule** | A small egg. |
| **pollination** | To pollinate a plant or tree means to fertilise it with pollen. |
| **stigma** | The top of the centre part of a flower which takes in pollen. |

** Lions – Science KCV – Plants**

• Know that different parts of plants have one or more functions (roles)

• Know that the roots collect water and minerals from the soil, and hold the plant firmly in the ground

• Know that the stem holds up the leaves so that they can gather light to make food and holds up the flowers so that they can receive pollen and disperse their fruits; know that the stem also transports water and minerals from the roots to the other parts of the plant

• Know that the leaves make food by absorbing light and using its energy to turn carbon dioxide and water into carbohydrates

• Know that the function of a flower is reproduction, where flowers of the same kind exchange pollen – made by an anther – in a process called fertilisation, and a structure in the flower’s ovary called an ovule becomes a seed; the ovary then becomes a fruit which helps the seed leave the plant in a process called dispersal

***Key facts to learn:***

• Set up simple practical enquiries, comparative and fair tests

• Make systematic and careful observations and, where appropriate, take accurate measurements using standard units

• Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

* • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

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***Key skills to do:***

***Concept check questions. Test yourself:***

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| Why do plants have roots?  Do seeds only grow if humans plant them?  Why is it good that flowers are colourful?  How are plants useful to humans? |
| **Opportunities for Investigation:**  **Observing over time:** What happens to a bean after I have planted it? How do flowers in a vase change over time? |
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**Year 3 – Science – Spring 2 – Heyford Park School**

**Year 5 – Science – Autumn 1 – Heyford Park School**