



## Y3 Science – Plants Autumn 2

### Ladders:

I can identify the different parts of a flowering plant

I can describe the functions and different parts of a flowering plant

I can describe how the structure of the plant links to its function

I can identify the requirements of a plant for life and growth (air, water, light, nutrients from soil, and room to grow) and how they vary from plant to plant

I can describe how water is transported through a plant

I can describe how seeds are formed

I can describe how seeds are dispersed

I can describe the process of pollination

### Working Scientifically:

I can talk about criteria for grouping, sorting and classifying, and use a simple key.

I can identify differences, similarities or changes to simple scientific ideas and processes.

I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.

I can gather, record, classify and present data in a variety of ways to help answer questions.

### Lessons

### Order of Study – Autumn 2

Grammarsaurus Unit

Topic Page

KWL

Pre-assessment – use this as post assessment also.

Knowledge Organiser – shrink down so that it appears as an A4 sheet.

The children will, over the lessons start to produce a plants booklet – in lesson one, they are given the front cover – start a plastic wallet with them – this can be done individually, in pairs or as a table group.

1

**Big Question: What do plants need?**

**LI: I can identify the requirements of a plant for life and growth (air, water, light, nutrients from soil, and room to grow) and how they vary from plant to plant.**

**W/S: I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.**

**Resources needed:** seasonal seeds, plastic (clear) cups or pots, cotton wool.

Before the lesson starts, allow the children time to think about:

- What is a plant?
- Why are they important?

Starter activity with their learning partner: Diamond 9. Give children the nine statements, at their very top, put the statement they feel is most important, as they move down, the bottom one will be the least important.

What else do they think plants need to grow? They need water, nutrients, light, air and room to grow.



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|   | <p>Discuss each of the requirements, explaining why the plant needs them.<br/>Investigation – Children will be planting seeds and taking away one of the requirements to see if they really need it.<br/>Investigation sheets in the folder and a next steps challenge.<br/>Give children their front covers for their booklets.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 2 | <p><b>Big Question: Do the different parts of a plant have a function?</b><br/><b><u>LI: I can identify the different parts of a flowering plant</u></b><br/><b><u>LI: I can describe the functions and different parts of a flowering plant</u></b><br/><b><u>LI: I can describe how the structure of the plant links to its function</u></b></p> <p>Recap last lessons:</p> <ul style="list-style-type: none"><li>- Have our seeds started to grow yet?</li><li>- Why? Why not?</li></ul> <p>Give children to look at the variety of plants on the screen – can they name any of the parts from any of them?<br/>Have the picture of the sunflower on screen – they should know the 4 basic parts from previous learning in year 2 – recap to make sure.<br/>Next steps – look at these parts in detail. They all have functions. Go through them as a class to make sure they have a clear understanding of why each part is so important and what their main functions are.<br/>Challenge and next steps in folder.</p> |
| 3 | <p><b>Big question: How do plants transport water?</b><br/><b><u>LI: I can describe how water is transported through a plant.</u></b><br/><b><u>Resources needed:</u></b> Clear vase/cups, food colouring and flowers (white if possible).<br/>Recap last lesson – can children remember the 4 basic parts of the plant?<br/>More focus is on the stem in this lesson – what is it? What does it do? Why do plants have them?<br/>Children will learn that the roots collect what the plant needs – these need to get to the leaves, it is the stem that gets these things there.<br/>When the learning is done, they will complete the activity 'The stem' – this will form part of the booklet.<br/>2 x activity sheets and challenges in folder.</p>                                                                                                                                                                                                                                                                     |
| 4 | <p><b>Big Question: How do plants reproduce?</b><br/><b><u>LI: I can describe the process of pollination</u></b></p> <p>Spend some time recapping previous learning. Children will be exploring the importance of the flower in this lesson:</p> <ul style="list-style-type: none"><li>- What is the flower?</li><li>- What does it do?</li><li>- Why do plants have them?</li></ul> <p>Lots of new vocabulary coming up today so really push for them to refer back to their KO. This learning will lead them on to pollination.<br/>Activity that can be done – getting the children to play the differing parts to rein act what pollination is – video evidence might be a nice idea.<br/>Class activity/ to include in booklet – 'Flowers'<br/>Challenge and next step in the folder.</p>                                                                                                                                                                                                                              |



## The Canons CE Primary School



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| 5 | <p><b>Big Question: How are seeds dispersed?</b></p> <p><b><u>LI: I can describe how seeds are formed</u></b></p> <p><b><u>LI: I can describe how seeds are dispersed</u></b></p> <p><b><u>W/S: I can gather, record, classify and present data in a variety of ways to help answer questions</u></b></p> <p>The important part of the flower that the focus is on today is the ovule.<br/>The slides will talk the children through the process so that they can see where this part is and learn about the function.<br/>Pollination and seed formation comes next – discuss the word ‘dispersal’ – what does it mean? Are there any other words that mean the same thing?<br/>4 ways – animal, wind, water and explosion.<br/>Final recording sheet for booklet – fact sheet about what they have been learning.<br/>Challenge and next steps in folder.</p> |
| 6 | <p>Complete KWL</p> <p>Post-assess in a few days time.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |