YEAR 3 PLANTS

HOW DOES YOUR GARDEN GROW?

Vocabulary

carpel: female part of the flower – made of stigma, style and ovary flower: the part of the plant where seeds are made.
germinate: when a seed starts to grow and produce a root and shoot.
leaves: catch sunlight and use this to make food.
life cycle: the stages a living thing goes through during its life.
nutrients: materials in the soil that help to nourish plants.
ovary: the part of the flower that contains the ovules.
ovule: these are like eggs; they develop into seeds.
petal: part of the flower that attracts insects, often brightly coloured.
photosynthesis: how green plants make their own.
food pollen: dust-like powder made in the stamen of a flower.
pollination: transferring pollen grains from the male anther of a flower to the female stigma so that new plants can be made.
root: helps anchor the plant into the soil; takes up water and nutrients.
root hairs: tiny hairs on a root that take water and nutrients from the soil.
seed dispersal: the way seeds get from the parent plant to a new place so that they can grow.
sepals: protect the rest of the flower as it grows.
stamen: the male part of the flower which produces pollen.
stem: holds the plant upright and supports the leaves; it contains tubes that allow water to travel from the roots to the rest of the plant.
style: the middle part of the carpel, connecting the ovary to the stigma.
stigma: part of the carpel that pollen grains attach to during pollination.
veins: tubes in the leaf that carry water and food

We are learning to:

- 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.

WORKING SCIENTIFICALLY

- Ask relevant questions and use different types of scientific enquiries to answer them.
- Set up simple practical enquiries, comparative and fair tests.
- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers.
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- 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. Identify differences, similarities or changes related to simple scientific ideas and processes.
- Use straightforward scientific evidence to answer questions or to support their findings.

OVERVIEW

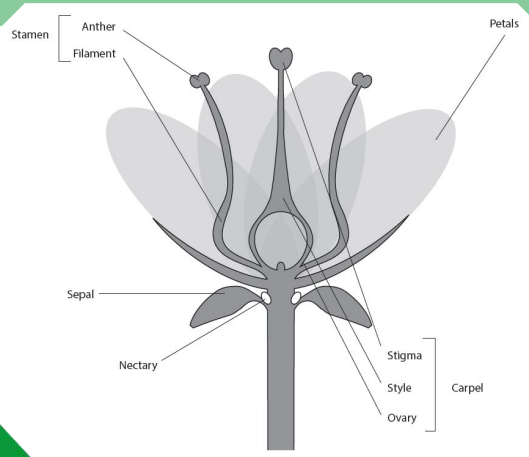
Children work scientifically on a variety of quick challenges and longer tasks to learn about plants. They learn about the different parts of plants, what plants need to live, water transportation in plants and pollination.

PRIOR LEARNING

- The basic structure of a plant (Year 1).
- That plants need water, light and a suitable temperature to grow and stay healthy (Year 2).
- How seeds and bulbs can grow into mature plants (Year 2).

PLANTS

- Male parts of flowers produce pollen. Female parts produce ova (eggs).
- To make a new plant, one pollen has to join up with one ova.
- The pollen has to get from one flower to another flower.
- Some flowers use insects to do this. Some use the wind to carry the pollen instead.



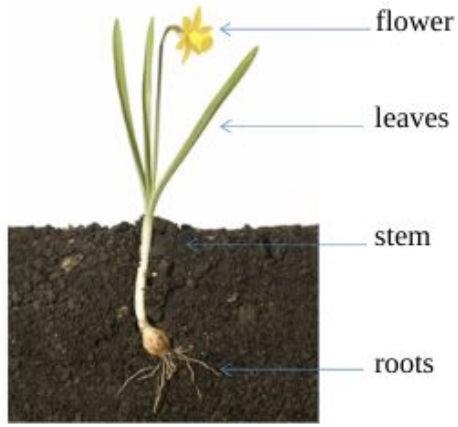
LET'S THINK LIKE SCIENTISTS

Predict what will happen

Predict what will happen.

Write your prediction down.

Explain why you think this will happen.



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