

<b>Year 3 Progression map – Plants</b>		
<b>National curriculum objectives:</b>	<b>Scope:</b>	<b>Coherence:</b>
<ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of the flowering plant: roots, stem/trunk/leaves and flowers</li> <li>Explore the part flowers play in a flowering plants life cycle, including: pollination, seed formation and seed dispersal</li> <li>Explain the requirements of plants for life and growth (air, light, water, nutrients from soil, room to grow) and how they vary between plants</li> <li>Know the way in which water is transported between plants</li> </ul> <p><b>Misconceptions:</b></p> <ul style="list-style-type: none"> <li>Flowers just look pretty</li> <li>Plants ‘eat’</li> <li>Fertiliser is ‘plant food’</li> </ul>	<p><b>HEP Science lesson titles:</b></p> <ol style="list-style-type: none"> <li>What are the parts of a plant?</li> <li>What do plants need to grow?</li> <li>How does water move around a plant?</li> <li>Why do plants need flowers?</li> <li>How do plants make new plants?</li> <li>What are the stages of a plant life cycle?</li> </ol> <p><b>Working scientifically:</b> Follow and set up a simple practical procedure, making predictions, observation over time, identifying and classifying, use of secondary data, fair tests and variables, repeats and averages making scaffolded conclusions based on evidence, presenting information, evaluation and repeatability</p> <p><b>Key scientists and inventors:</b></p> <ul style="list-style-type: none"> <li>Jan Baptiste Van Helmont – chemist, physiologist, physicist</li> <li>Mary Seacole – Herbalist</li> </ul>	<p><b>English:</b> Graphic organisers, comprehension questions, writing scientific reports, scaffolded conclusion, sentence starts, word wheel, cloze, reorder sentences, side by side, key word bingo, summaries,</p> <p><b>Key vocabulary:</b> absorb, anchor, carbon dioxide, flowers, fertiliser, leaves, minerals, nutrients, stem, trunk, roots, carpel, filament, anther, stamen, stigma, style, pollen egg, ovary, fruit, seed, germination, pollination, fertilisation</p> <p><b>Maths:</b> Taking accurate measurements using standard units, repeats, averages, analysis of data, Venn diagram, sequencing</p> <p><b>History:</b> Spanish Inquisition</p>

		<b>Art:</b> Development of class floor book, labelled diagrams
<b>Builds on:</b>	<b>Future learning:</b>	<b>Further reading:</b>
<b>Year 2:</b> Living and non-living differences, Plant habitats, Naming a variety of plants, How animals obtain their food from plants, Observing seeds and bulbs growth, Investigating how plants need water, light and warmth to grow	<b>Year 3:</b> Light sources and reflectors, soil <b>Year 4:</b> Classifying plants, Plant life cycles and reproduction <b>Year 6:</b> Evolution and inheritance of plants, Plant adaptations to their environment	<a href="#">A Seed is Sleepy - Aston and Long</a>  <a href="#">Botanicum (Welcome to the Museum) - Willis and Scott</a>