DOWN AMPNEY PRIMARY SCHOOL

<u>Term 5</u>						
Unit Overview: LKS2 Science						
Plants						

Na	tional Curriculum Objectives	<u>Sub</u>	<u>stantive knowledge</u>	<u>Voca</u>	bulary
<u>Na</u>	Identify and describe the functions of different parts of flowering plants: roots, stem, 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	<u>Sub</u> * *	Istantive Knowledge Know that the different parts of a plant all have a function in keeping the plant healthy. Know that plants have a life cycle consisting of germination, growth, flowering, pollination, seed production and seed dispersal. Know that many plants, but not all, have roots, stems/trunks,	Voca Photo pollin seed dispe flowe fruit,	Dulary Dosynthesis, pollen, insect/wind Nation, seed formation, scatter, dispersal (wind dispersal, animal Prsal, water dispersal), seedling, Pr, stem, leaf / leaves, root, bud, Nutrient, fibrous, germination
* *	plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	* *	Know that the roots absorb water and nutrients from the soil and anchor the plant in place. Know that the stem transports water and nutrients/minerals around the plant and holds the leaves and flowers up in the air	Phon • forma	ics / polysyllabic words pollination / germination / ation pollinate / germinate / form
<u>W</u> (*	 <u>Prking Scientifically Skills</u> <u>Focus</u>: Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions 	* * *	to enhance photosynthesis, pollination and seed dispersal. Know that the leaves use sunlight and water to produce the plant's food. Know that some plants produce flowers which enable the plant to reproduce and know the basic parts of the plant involved in reproduction. Know that seeds, sometimes contained in berries or fruits are dispersed in different ways. Know that different plants require different conditions for germination and growth.	 Read ✓ V ✓ S ✓ F Exter Do all have Find u do not chara surviv 	dispersal ing support Word mats Scaffolded recording / choice of recording Pre teaching of vocab nsion deeper thinking I plants have leaves? Do all plants roots? Do all plants have a stem? unusual examples of plants that ot have one of these key acteristic parts. How do they ve?
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 Using straightforward scientific evidence to answer questions or to support their findings Disciplinary kind scientific evidence to answer questions or to support their findings Observe v roots are Observe to coloured t			edge happens to plants over time when the leave oved. ifect of putting cut white carnations or celer r. at happens to plants when they are put in itions. rs carefully to identify the pollen and obser visited by pollinators. rent types of seed dispersal and classify see including by how they are dispersed.	<u>Key People</u> Neurobiologist Aarti Sehdev (PSTT) George Washington Carver (1860- 1943)					
 Koots suck in water which is then sucked up the stem. Carry out weekly polien counts and create graphs using the data. Assessment Evidence Can children make careful observations? Can children use observations to suggest how water is transported? TAPS assessment focus: Functions of Stem Use straightforward scientific evidence to answer questions or to support their findings. 									
Prior learning			tish Values	Christ	ian Values				
 Observe and describe how seeds and bulbs grow into mature plants. (Y2 - Plants) Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Y2 - Plants) 			Democracy Take the views and opinions of others into account. Take turns and instructions from others. The rule of law Understand the	★ <u>C</u> A n	ourage sking our own questions and investigating ew ideas.				
 Future learning Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats) 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) 			importance of safety rules when working scientifically make choices when planning an investigation as others may have different points of view as to where to start. <u>Tolerance</u> Scientific discoveries have come from other cultures and religious	 ★ <u>R</u> Si tc ★ <u>Ti</u> 	<u>espect</u> upporting other's ideas, even if they differ o our own. r <u>ust</u>				

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	*	beliefs often compete with scientific understanding. <u>Mutual respect</u> Work as a team, discuss findings and offer support and advice to others.	Celebrating everyone's unique ideas and working together collaboratively.									