

Final Outcome: We are working towards creating a diagram to show the life cycle of a plant (flowering and non-flowering).

Component 6:

We should know:

The names of the different parts of a flower and their role in pollination and fertilisation.

What we will know after this sequence:

Be able to order and describe the stages of the life cycle of a flowering plant.

Vocabulary:

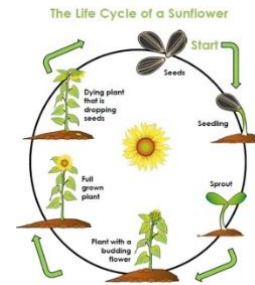
Dispersal, pollination, fertilisation, germination, stages.

How will this feed into my next learning?

Children will create a diagram to show the life cycle of a plant.

SEND:

Children to be pre-taught the stages of the life cycle of a plant before completing their own comic strip style diagram.



Component 4:

We should know:

How to observe changes over time. How to scientifically record my observations and explain my results using scientific language.

What we will know after this sequence:

How to investigate the way water is transported through the stem of a plant.

Vocabulary:

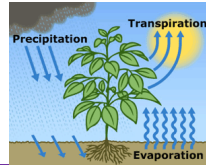
Transport, evaporate, leaves, temperature, flower

How will this feed into my next learning?

Children will then identify the parts of a flower and the role each part plays in the life cycle of flowering plants.

SEND:

Recording verbal responses to experiment/iPad photos to show engagement in task and findings.



Component 5:

We should know:

The way water is transported through the stem of a plant.

What we will know after this sequence:

The names of the different parts of a flower and their role in pollination and fertilisation.

Vocabulary:

Petals, stigma, stamen, filament, pollination.

How will this feed into my next learning?

Children will then order and describe the stages of the life cycle of a flowering plant.

SEND:

Pre-teach vocabulary such as stigma, filament and pollination and ensure children have been exposed to visuals of this.

Component 3:

We should know:

How to investigate the requirements a plant needs to grow successfully.

What we will know after this sequence:

How to observe changes over time. How to scientifically record my observations and explain my results using scientific language.

Vocabulary:

Observation, prediction, conclusion.

How will this feed into my next learning?

Children will then move on to looking at the way in which water is transported within a plant.

SEND:

Recording verbal responses to experiment/iPad photos to show engagement in task and findings.

Component 2:

We should know:

The names of parts of a plant and their functions.

What we will know after this sequence:

How to investigate the requirements a plant needs to grow successfully.

Vocabulary:

Air, light, water, soil, nutrient, prediction.

How will this feed into my next learning?

Children will plant seeds in various conditions and then observe these over the coming week.

SEND:

Visual word mat with new vocabulary.



Component 1:

We should know:

That plants grow in the ground and can flower.

That sunlight and water help a plant to grow.

What we will know after this sequence:

Be able to name the parts of a plant and explain their function.

Vocabulary:

Root, stem, absorb, carbon dioxide, sunlight, leaves.

How will this feed into my next learning?

Children will then investigate what a plant needs in order to grow properly.

SEND:

Children to match the parts of the plants to the plant diagram.

