



STRAND – PLANTS

<u>2/3 YEAR OLDS</u> • Can name plant types using words like flower or tree. • With adult support can identify a plant needs water to grow • With adult support can carefully planting, watering and looking after plants they have grown from seeds	
<u>NURSERY</u> • Most plants start growing from a seed or bulb • All plants need water & light to grow & survive • Observe plants closely through a variety of means e.g. magnifiers & photographs • Extend vocabulary: leaves, petals, roots, bulb, trunk, branches, stem, garden plants, wild plants, seeds • Use all the senses in hands-on exploration of plants • Understand the key features of the life cycle of a plant	<u>RECEPTION</u> • All plants need water, light and warmth to grow and survive • A seed produces roots to allow water to get into the plant and shoots to produce leaves to collect the sunlight • Extend vocabulary: blossom, buds, bulb, evergreen, deciduous • Describe what they see, hear & feel whilst outside • Name & describe some plants • Draw pictures of plants • Understand the effect of changing seasons on the natural world around them
<u>NATIONAL CURRICULUM OBJECTIVES</u>	<u>FORDBRIDGE SUGGESTIONS</u>
YEAR ONE • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees	Plants and seeds • know what a seed is and how to plant it • know what a bulb is and how to plant it • sort and group a variety of objects into seeds and non-seeds • know what plants and seeds need to grow and how to take care of plants Structure of flowering plants • monitor the growth of seeds and bulbs planted last weeks ago • name the basic parts of a plant: stem, leaves, roots, flower, petals, fruit, bulb and seed • know that bulbs grow into new plants Looking at trees • monitor the growth of seeds and bulbs planted two weeks ago



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	- distinguish between trees and other flowering plants - know the main parts of a tree: trunk, roots, branches, leaves, fruit - know that some trees are evergreen and do not lose their leaves in winter but others are deciduous and do - identify trees as deciduous and evergreen - name some common native trees Flowering plants and their seeds - monitor the growth of seeds and bulbs planted three weeks ago - know that some plants produce flowers which develop into seeds - know that the fruit produced by trees contains its seeds - make observations Wildflowers and garden plants - monitor the growth of seeds and bulbs planted four weeks ago - compare a wild area and a garden, discuss the idea of a “weed”
YEAR TWO - observe and describe how seeds and bulbs grow into mature plants - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	What is a seed? - distinguish between seeds and other similar materials - give a basic explanation of what a seed is - know that plants have stem, leaves, roots (recap of Year 1) What do plants need to stay healthy? - predict whether plants need water, warmth and/or light to grow - know that plants lose water from their leaves - know that bulbs and seeds differ in structure and formation - make appropriate measurements and observations of plant growth Plants we eat - know that plants provide humans and other animals with food - identify the parts of the plant that are consumed for a range of vegetables - make measurements and record observations of the growth of seeds and bulbs



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	How plants change through the seasons • describe how plants change through the seasons • know that some plants are perennial and some are annual or biennial • describe the difference between perennial plants and annual plants What do seeds and bulbs need for growth? • know, through investigation, that seeds and bulbs need water and warmth but not light to grow • know that growing plants need light to stay healthy • to draw conclusions from a range of experiments about what plants need for growth
YEAR THREE • 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	Setting up an investigation: What plants need for growth • use their knowledge of plants to plan and set up an investigation into plant growth • set up a simple experiment • take careful measurements and make systematic observations Structure of a flowering plant • recording findings using simple scientific language and measurements • describe the structure of a flowering plant How water is transported within plants • observe the movement of food dye through a flower • explain that water moves from the roots through branches and stems to leaves and flowers Seed dispersal • describe some methods of seed dispersal • explain why seeds need to be dispersed Life cycle of a flowering plant • describe the life cycle of a flowering plant • describe the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal



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	What do plants need for growth • generate oral and written reports on the findings of their investigation • use results to draw simple conclusions, suggest improvements and raise further questions • use straightforward scientific evidence to support their findings.
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