

Key idea: Plants

Possible applications and activities related to new NC

Yr 6

- Although there are no new plant key ideas introduced in years 5 and 6 the plants will be studied in relation to evolution and life cycles

Yr 4

Flowering plants have evolved specific parts to carry out pollination, fertilisation and seed growth.

Seed dispersal improves chances of enough seeds germinating and growing to mature

Seeds and bulbs need the right conditions to germinate. They contain a food store for the first stages of growth (i.e. until the plant is able to produce its own food)

The plant makes its food from water and carbon dioxide, using sunlight as energy, in the green parts of plants (mainly leaves)

Plants make their own food in their leaves to provide them with energy, grow, repair, and reproduce

Leaves absorb sunlight and carbon dioxide through leaves

Plants have roots to provide support and to draw moisture from the soil, through stems to take water to the rest of the plant

- Children should have opportunities to explore the link between structure and function of the roots, stem and leaves of a plant – for example, examining the movement of coloured water through plant stems, seeing how removing leaves from seedlings affects growth. Children should be taught that the green material in plants, especially in the leaves enables plants to make their own food.
- Children should have opportunities to explore the conditions required to maximise plant growth.
- Children should explore how different plants use a range of strategies for a) pollination and b) seed dispersal

Yr 2

Plants need warmth, light and water to grow and survive

Flowering plants make seeds to reproduce and make more plants. Some plants die after producing seeds and others live for many generations.

Plants usually grow from seed and bulbs.

Reproduction

Growth

Nutrition

- Children should have opportunities to grow a variety of flowers and vegetables, observing their growth, and identifying the conditions required for growth. This will lead children to start describing plants in terms of their flowers, petals, stem, leaves, roots, fruit, bulb and seed.
- Through their use of the local environment throughout the year, children should be encouraged to ask questions which will require them to identify and name a variety of common plants and trees (deciduous and evergreen)