

Leintwardine Endowed CE Primary School Learning Journey Itinerary

'Letting Our Light Shine'

SUBJECT : Science YEAR : A TERM : Spring 1 YEAR GROUPS : 3/4

Key Question : How can I grow a healthy garden?

Previous Knowledge – We would expect children to already be able to:

- Ask simple questions and recognise that they can be answered in different ways.
- Perform simple tests.
- Observe closely, using simple equipment.
- Identify and classify.
- Use observations.
- Gather and record data to help answer questions.
- Identify and name common wild and garden plants, including deciduous and evergreen trees.
- Describe the basic structure of common flowering plants and trees.
- Describe how seeds and bulbs grow into mature plants.
- Explain that plants need water, light and suitable temperature to grow and stay healthy.

END OF UNIT OBJECTIVES

Some children will not yet have met what is expected and will show that they are emerging because they can:	Most children will show that they have reached the expected level because they can:	Some children will have gone beyond the expected level and will show that they are exceeding because they can:
<ul style="list-style-type: none"> • Identify the different parts of flowering plants. • Predict what will happen in an investigation. • Make observations. • Identify the main stages of the life cycle of flowering plants. 	<ul style="list-style-type: none"> • Explain the functions of the different parts of plants. • Set up an investigation and make predictions. • Make observations and conclusions. • Identify different parts of a flower. • Identify and describe the stages of the life cycle of flowering plants. • Be able to answer questions based on their learning. • Explain how water is transported in a plant. • With support, name the different parts of a flower and explain their role in pollination and fertilisation. 	<ul style="list-style-type: none"> • Set up reliable and accurate investigations. • Make and explain predictions. • Make and record accurate observations. • Use scientific language to explain their findings. • Explain the functions of the different parts of a flower. • Be able to ask and answer questions based on their learning using scientific language. • Explain how water is transported in a plant. • Name the different parts of a flower and explain their role in pollination and fertilisation.

ASSESSMENT OPPORTUNITIES

- End of unit assessment
- Questioning during lesson
- Work in books

ENRICHMENT OPPORTUNITIES

- Helping children to remember more
- Growing plants
 - Using dye to change the colour of petals and see how water flows through a plant
 - Collecting and examining plants

SUBJECT SPECIFIC VOCABULARY
 Flower, Seed, Leaf Stem, Roots, Petal Pollen, Life cycle Dispersal , Pollination Fertilisation, Germination Ovary

Ovule, Sepal Stamen, Anther, Filament Stigma, Style, Trunk Anchor, Nutrients, Absorb, Air, Light, Water Soil

CROSS-CURRICULAR LINKS
 Links that we can make to help children make sense of what we want them to know and be able to do.