

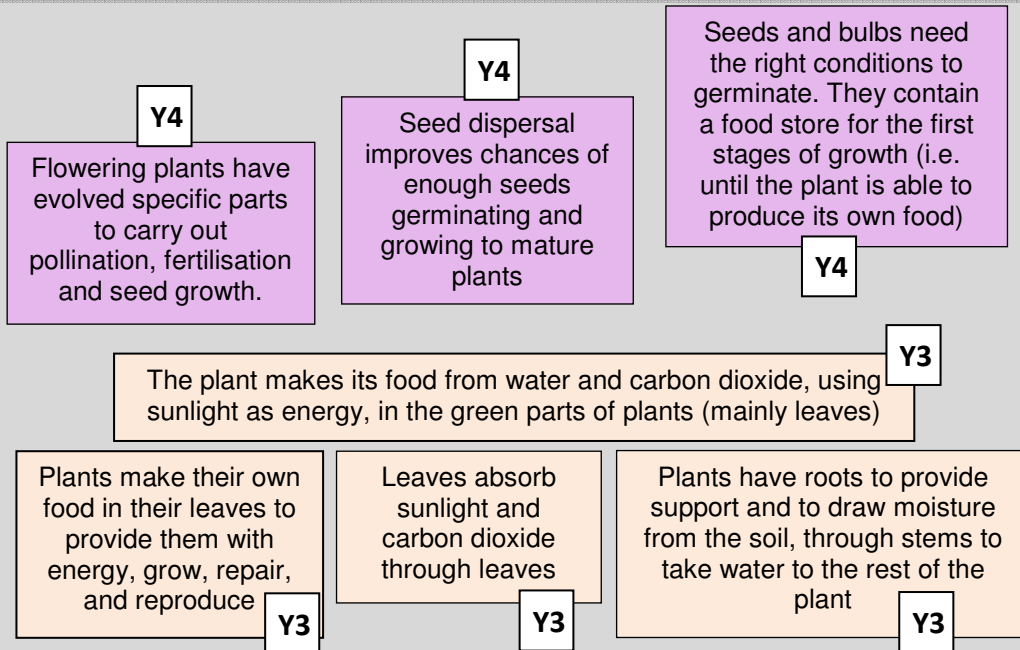
## Key idea: Plants

Applications and activities related to new NC – BOLD ITEMS MUST BE TAUGHT

Yr 6

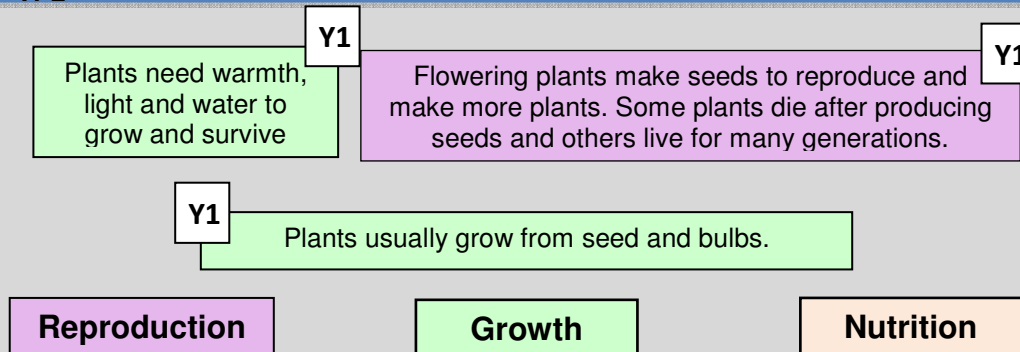
- Although there are no new plant key ideas introduced in years 5 and 6 the plants will be studied in relation to evolution and life cycles

Yr 4



- Y3 - 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.
- Y3 - 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**
- Y4 - Children should have opportunities to examine the flowers of a variety of plants closely, perhaps using a digital microscope, to see how they are adapted to maximize the chance of pollination – this can be for both insect pollinate and wind pollinated plants.**

Yr 2



- 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)**