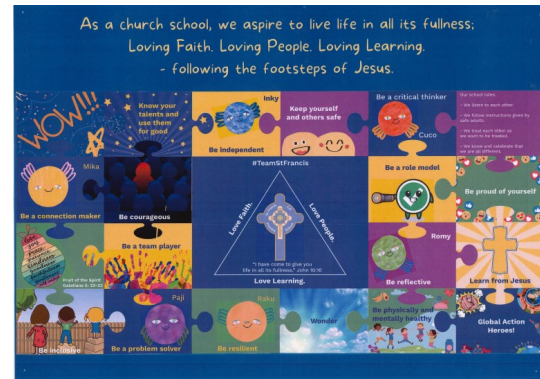




Knowledge Organiser

Year 3—Plants

Where do plants come from?



Vocabulary	
Function	The purpose that something fulfils or is suited for.
Nutrients	Something in food that helps living things grow
Life cycle	The sequences of changed that a living thing goes through as it grows and develops
Pollination	To move or carry pollen to a plant, causing seeds to be fertilized.
Fertiliser	A natural or chemical substance added to soil to make it better for growing plants.
Dispersal	The act of movement away from their starting point
Formation	The way in which a thing is formed
Transported	To carry from one place to another

What will I know by the end of the unit?
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.

Notable Scientist—Joseph Banks
Joseph Banks studied natural history. He made his name by publishing the first Linnean descriptions of the plants and animals of Newfoundland and Labrador. He encouraged and patronised scientific activity all over the world. His vast collection of plants and animals are vital to the Museum's scientific collections for both scientific research and our understanding of Britain's colonial past.



What should I already know?

Year 2 Autumn 2

Explore and compare the differences between things that are living, dead, and things that have never been alive.

Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.

Year 2 Spring 1

Identify and name a variety of plants and animals in their habitats, including micro-habitats.

Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Year 3 Summer 1

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 (and how changing these affects the plant)

Plants are living and eventually die

Year 1 Summer 1

Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees (Name plants in our school grounds. Name trees in our school grounds).

Identify and describe the basic structure of a variety of common flowering plants, including trees (at least: flower, leaf, root, stem, trunk, seed, branch and petal).

Scientific skills and enquiry

Children might work scientifically by:

Looking for patterns in the structure of fruits that relate to how the seeds are dispersed.

Observing how water is transported in plants, for example, by putting cut, white carnations into coloured water.