



Porters Grange Primary School

Science Learning Sequence

Plants (Biology)

Nursery/ Reception	<ul style="list-style-type: none"> • They talk about the features of their own immediate environment and how environments might vary from one to another. • Children know about similarities and differences in relation to places, objects, materials and living things. • They make observations of animals and plants and explain why some things occur, and talk about changes.
Year 1	<ul style="list-style-type: none"> • 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. • Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers • Vocabulary: • Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud
Year 2	<ul style="list-style-type: none"> • 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. • Vocabulary: • light, shade, sun, warm, cool, water, grow, healthy • <i>Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2 - Living things and their habitats)</i>
Year 3	<ul style="list-style-type: none"> • 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. • Vocabulary: Photosynthesis, pollen, insect/wind pollination, seed formation, seed dispersal (wind dispersal, animal dispersal, water dispersal)
Year 4	<ul style="list-style-type: none"> • <i>Recognise that living things can be grouped in a variety of ways. (Y4 - Living things and their habitats)</i> • <i>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. (Y4 - Living things and their habitats)</i> • <i>Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - Living things and their habitats)</i>
Year 5	<ul style="list-style-type: none"> • Describe the life process of reproduction in some plants and animals. • Relate knowledge of plants to studies of all living things

NC Statements

Vocabulary

Science Milestones

Linked Objectives

	<ul style="list-style-type: none"> • Vocabulary: plantlets, runners, bulbs, cuttings • Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats)
Year 6	<ul style="list-style-type: none"> • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. (Y6 - Living things and their habitats) • Give reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things and their habitats)
Key Stage 3	<ul style="list-style-type: none"> • Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.