

Medium Plan - Year 3 - Plants

Plants	Animals, including humans	Rocks	Light	Forces and magnets
Vocabulary Pollination Seed formation Seed dispersal Transported Stamen Style		Stigma Fertiliser Pollen Nectar		Preload <ul style="list-style-type: none"> Forces and magnets - discuss gravity and wind force in seed dispersal States of matter - gases: explore the requirements of plants (oxygen, nitrogen, carbon dioxide)

Teaching Sequence(to be taught in the following order)

Substantive Knowledge	To know the functions of different parts of flowering plants.	To know the requirements of plants, the life and growth and how they vary from plant to plants	To know the way in which water is transported in plants	To know the part that flowers play in the lifecycle of plants
Additional Information	Pupils should be introduced to the relationships between structure and function: the idea that every part has a job to do. They should explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction.	Take 4 lessons on this; planning and investigating for 2 different plants. Pupils can be introduced to the idea that plants can make their own food but at this stage they do not need to understand how this happens.	Take 2 lessons on this; 1 to plan and 1 to investigate. Children to predict before investigating and write a conclusion after the investigation.	2 Lessons
Ideas	Dissect a plant to identify the different parts. Once identified write/ match a description of each part to their function	Children to plan their own investigation - researching the needs of plants. Children to carry out an investigation changing 1 variable. Continue observing plant growth throughout half term in starter activities. Repeat investigation with another plant to compare results.	Role play to model/ represent the transportation of water through the flower. Use celery/carnations and food colouring to show the transportation of water.	Explore the lifecycle of a dandelion, exploring seed dispersal by wind. Children to sequence the lifecycle and explain each part. Following lesson will look at various ways seeds are dispersed. This could be completed by a sorting activity.
Equipment				
Identifying, classifying and grouping				Group flowers based on methods of seed dispersal - record findings using tables.
Observing over time			Make observations about coloured water and celery/ white flowers. - Write a conclusion based on what they have observed. Using straightforward scientific evidence to answer questions - record findings using labelled diagrams.	
Pattern seeking		Using results (given to them on sunlight v growth) - draw simple conclusions, make		

Medium Plan - Year 3 - Plants

Plants	Animals, including humans	Rocks	Light	Forces and magnets
--------	---------------------------	-------	-------	--------------------

		predictions for new values, suggest improvements and raise further questions.		
Comparative and fair testing		Set up an experiment to compare how different amounts of water and the height of a plant. Take accurate measurements using standard units, using a range of equipment. - record findings using bar charts.		
Research	Asking relevant questions - using research to answer them.			Different ways seeds are dispersed - report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.