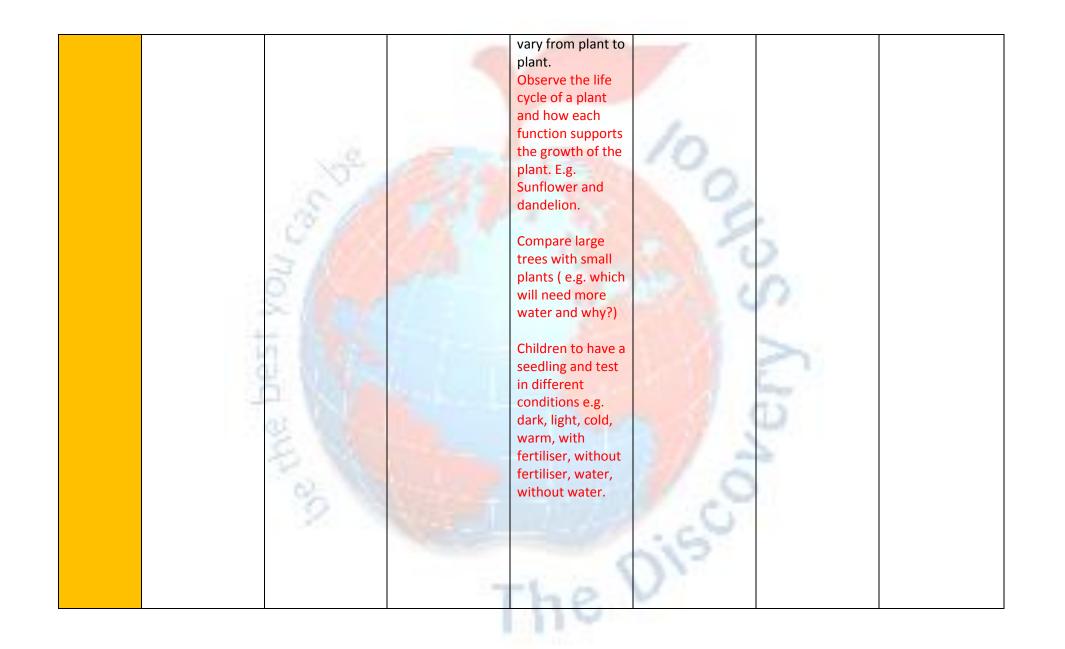
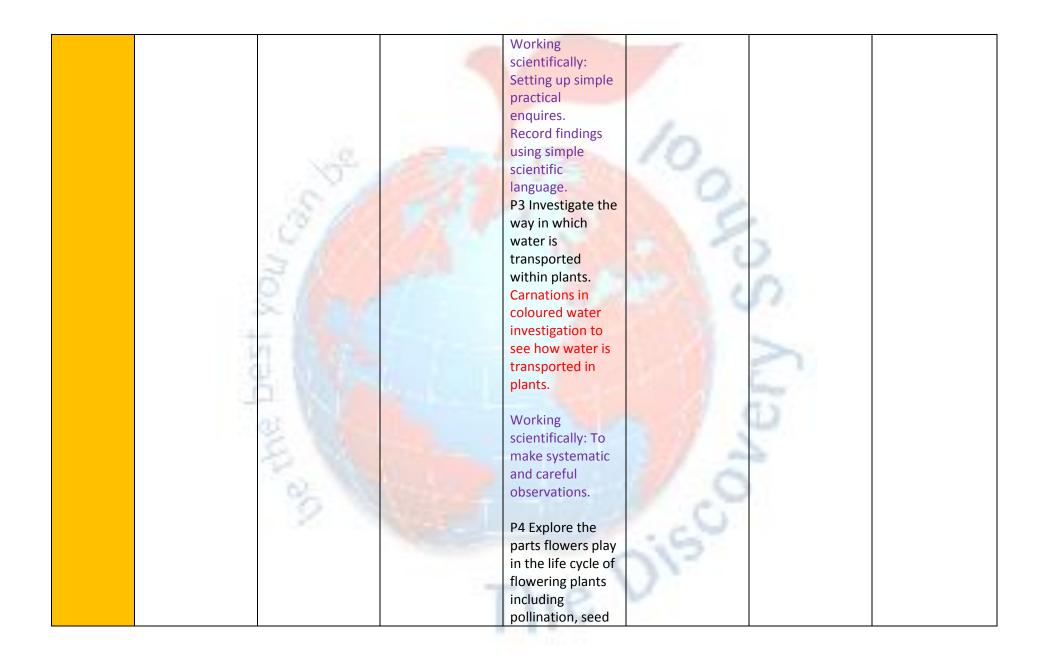
Science Progression of Skills and Knowledge PLANTS

Key to understanding this document: Black = National Curriculum objectives Red = Knowledge/Skills to be taught Green = Resources to be used

<u>Area of</u> Learning	<u>EYFS</u>	Year 1	Year 2	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	Year 6
Plants		Working scientifically: Using simple observations to identify and classify. 1 Identify and name a variety of common wild and garden plants including deciduous and evergreen tree. Children to see examples of common wild and garden plants e.g. through a walk. Children to record through drawings.	Working scientifically: Using observations and ideas to answer questions. P1 Observe and describe how seeds and bulbs grow into mature plants. Plant seeds and bulbs and observe over time. Taking photographs to see change/ children could create a diary to see change over time.	Working scientifically: Record findings using a labelled diagram. Using straightforward scientific evidence to answer simple questions. P1 Identify and describe the functions of different flowering plants: roots, stem/trunk, leaves and flowers. Identify the function of each part e.g. the roots suck up the water, the stem transports the water, the leaves			

Working	Working	catch the sun	
scientifically:	scientifically:	light etc.	
Observing closely.	Performing a		
	simple test	Working	
	choosing one	scientifically:	1.00
P2 identify and	variable.	Gathering,	1. 1
describe the basic	1000	recording,	10
structure of a	Observing closely	classifying and	
variety of	using simple	presenting data in	
common	equipment.	a variety of ways.	
flowering plants,	P2 Find out and	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
including trees.	describe how	Setting up simple	
Label - Stem,	plants need	practical	A 40 10 10
petal, flower,	water, light and a	enquiries.	1.1.1
leaf, root	suitable	(variables given	1000
Trees, branches	temperature to	to children)	
trunk leaf.	grow healthy.		
101	Plant cress in	Using results to	
A + 1	different	draw simple	1.0
	conditions e.g.	conclusions	
	dark, cold,	through pictures	
10	without water.	and simple	
	Children to know	sentences.	
20	the difference		
	between growth	P2 explore the	100
0	and germination.	requirements of	
0	E.g. seed needs	plants for life and	- C -
050	light to grow but	growth (air, light,	1 m V
	not to germinate.	water, nutrients	100
		from soil and	
	1.00	room to grow.)	1
		and how they	





			formation and seed dispersal. Look at seed dispersion of a Sunflower or dandelion e.g through video clips.
	on car		Discover how seeds are formed by observing the stages of a plant life cycle over a period of time.
			Children could dissect pollen from plants.
	the b		Children investigate investigate investigate different types of investigate fruit seeds and investigate consider how investigate these might be investigate
Kau		Conde hulhe	dispersed.
Key Vocabulary	Leaves, flowers blossom, petals fruit, roots, bul seed, trunk, branches and stem.	, temperature,	Flowering plants, nutrients, air, pollination, seed formation, seed dispersal, life

	Deciduous Evergreen t	rees	cycle and transported.	7		
Кеу	Examples o		Seedlings			
Resources	plants (cou	d be bulbs, cotton	Carnations	1.00		
	pictures)	wool, trays, soil.	Map of discovery	100		
	Discovery w	/alk to	walk	10		
	study trees,	Discovery walk	Food colouring			
	plants.		Seeds from fruits			
	Labelled Ma	ap of	e.g. apples,			
	Discovery w	/alk.	tomatoes,		P. 1	
	Magnifying		sunflower seeds			
	glasses.		etc.			
	i-pad/ came	era	Flowers to dissect		100	
	- II.	and the second sec	25.00	and the second second	51	

