

Unit of work
Plants

Year group
3

Prior learning

Which things are living and which are not.

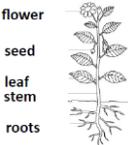
- A variety of **common wild** and **garden plants**, including **deciduous** and **evergreen trees** and how to identify them.
- The **structure** of **common flowering plants**, including **trees** (including **leaves, flowers, fruits, roots, bulbs, seeds, stem, trunks and branches**)
- **Seeds** and **bulbs** grow into **mature** plants
- **Plants** need water, light and a suitable **temperature** to grow and stay **healthy**.
- Different **vegetation** belts and **climate zones** around the world
- **Plants** and animals depend on each other to survive.

National Curriculum

Pupils should be taught to:

- 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.

Knowledge/ Skills

<p>The functions of the different parts of flowering plants.</p> 	<ul style="list-style-type: none"> • The petals on a flower are usually bright - this is to attract bees and other insects so that they can collect pollen to make seeds. • The seeds are then able to grow to make new plants. This is called germination. • Leaves use carbon dioxide and sunlight to make food for the plant. • The stem carries water and other nutrients from the roots to the rest of the plant. Leaves use this water to make food. • The stem also helps to keep the plant upright so that the sunlight can reach it easier. • The roots help to 'anchor' the plant in the soil. They also absorb water and nutrients from the soil for the stem to carry to the rest of the plant.
<p>What do different plants need to grow?</p>	<ul style="list-style-type: none"> • air • water • sunlight • nutrients from the soil • room to grow • suitable temperature  <ul style="list-style-type: none"> • The amount of each of these may vary depending on the type of plant. For example, cacti need less water than other plants.
<p>How is water transported within plants?</p>	<ul style="list-style-type: none"> • Water is absorbed from the soil by the roots. • It is then transported from the roots to the stem and then to the rest of the plant.
<p>How do flowers help in the life cycle of flowering plants?</p>	<ul style="list-style-type: none"> • The flower's job is to create seeds so that new plants can grow. • Pollination occurs when pollen from the anther is transferred to the stigma by bees and other insects. • The pollen then travels down and meets the ovule. When this happens, seeds are formed - this is called fertilisation. • Seeds are then dispersed so that germination can begin again.

Investigate!

- Compare the effect of different factors in **plant** growth (e.g. the amount of water, the amount of light and the amount of **fertiliser**). Discuss what would make this a fair test.
- Place white carnations in dyed water to observe how plants **transport** water.
- Discover how **seeds** are formed by observing **plant life cycles**.
- **Dissect fruits** to observe their structure and use this to explain how **seeds** are **dispersed**.
- **Dissect a flower** and identify each of the different parts that help with **fertilisation**.

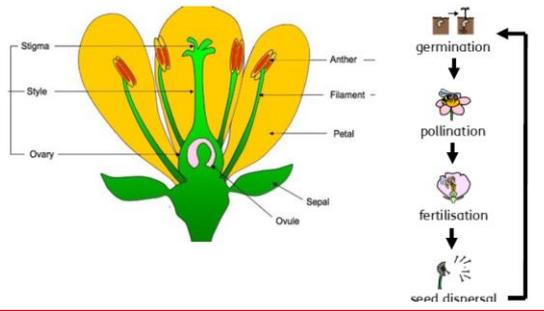
Significant people

Professor Monique Simmonds



Monique Simmonds is the deputy director of science at the Royal Botanic Gardens, Kew. She researches traditional and commercial uses of plants and fungi. Her work involves her promoting plant and fungal-based solutions to global challenges.

Diagrams



Vocabulary and definitions

Word	Definition
absorb	soak up or take in
anther	the part of a stamen that produces and releases the pollen
branches	parts that grow out from the tree trunk and have leaves, flowers, or fruit growing on them
bulb	a root shaped like an onion that grows into a flower or plant
carbon dioxide	a gas produced by animals and people breathing out
climate zone	sections of the Earth that are divided according to the climate. There are three main climate zones; polar, temperate and tropical.
common	something that is found in large numbers or it happens often
deciduous	a tree that loses its leaves in the autumn every year
dispersed	scattered, separated, or spread through a large area
dissect	to carefully cut something up in order to examine it scientifically
evergreen	a tree or bush which has green leaves all the year round
fertilisation	in plants , where pollen meets the ovule to form a seed
fertiliser	a substance that is added to soil in order to make plants grow more successfully
flower	the part of a plant which is often brightly coloured and grows at the end of a stem
flowering	trees or plants which produce flowers
fruit	something which grows on a tree or bush and which contains seeds or a stone covered by a substance that you can eat
function	a useful thing that something does
garden	a piece of land next to a house, with flowers , vegetables, other plants , and often grass
germination	if a seed germinates or if it is germinated , it starts to grow
healthy	well and not suffering from any illness
leaf / leaves	the parts of a tree or plant that are flat, thin, and usually green
life cycle	the series of changes that an animal or plant passes through from the beginning of its life until its death
mature	When something matures , it is fully developed
nutrients	substances that help plants and animals to grow
ovule	a small egg
petal	thin coloured or white parts which form part of the flower
plant	a living thing that grows in the earth and has a stem, leaves, and roots
pollen	a fine powder produced by flowers . It fertilises other flowers of the same species so that they produce seeds
pollination	To pollinate a plant or tree means to fertilise it with pollen . This is often done by insects
roots	the parts of a plant that grow under the ground
seed	the small, hard part from which a new plant grows
stem	the thin, upright part of a plant on which the flowers and leaves grow
stigma	the top of the centre part of a flower which takes in pollen
structure	the way in which something is built or made
temperature	a measure of how hot or cold something is
transported	taking something from one place to another
tree	a tall plant that has a hard trunk, branches, and leaves
trunk	the large main stem from which the branches grow
vegetation	plants, trees and flowers
wild	animals or plants that live or grow in natural surroundings and are not looked after by people

Question 1: Tick ONE thing all the seeds must have to start to grow.	Start of unit:	End of unit:
Light		
Water		
Salt		
Soil		

Question 2: Which of these best describe the function of roots (tick two)?	Start of unit:	End of unit:
to make seeds		
to absorb water and nutrients		
to anchor the plant in the ground		
to attract bees and insects		

Question 3: Write down the numbers 1-4 to show the order in which parts of a plant grow.	Start of unit:	End of unit:
leaves grow		
the stem grows		
roots grow		
the flower grows		

Question 4: Which part of the plant makes new food?	Start of unit:	End of unit:
leaf		
flower		
roots		
stem		

Question 5: A flower has just grown on a plant. What is the next stage of the life cycle?	Start of unit:	End of unit:
fertilisation		
pollination		
germination		
seed dispersal		

Question 6: A stick of celery is placed in red water. What will happen next?	Start of unit:	End of unit:
nothing		
it will grow roots		
the leaves will turn red		

Question 7: This diagram shows the life cycle of a plant. Which box shows where germination happens?	Start of unit:	End of unit:
<p>seed dispersal</p> <p>pollination</p> <p>flower grows</p> <p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/></p>		

Question 8: Some wild flowers have petals with bright colours because...	Start of unit:	End of unit:
they are pretty		
to attract birds and bees		
they have ALL been placed in dye		
the sun makes them bright		

Question 10: Draw lines to match each part of the plant to its function:	Start of unit:	End of unit:								
<table border="0" style="width: 100%;"> <tr> <td style="border: 1px solid black; padding: 5px;">roots</td> <td style="border: 1px solid black; padding: 5px;">create seeds</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">leaves</td> <td style="border: 1px solid black; padding: 5px;">absorb water and minerals and keep plants 'anchored'</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">stems</td> <td style="border: 1px solid black; padding: 5px;">make new food for the plant</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">flowers</td> <td style="border: 1px solid black; padding: 5px;">carry water and minerals to the plant and keep it upright</td> </tr> </table>	roots	create seeds	leaves	absorb water and minerals and keep plants 'anchored'	stems	make new food for the plant	flowers	carry water and minerals to the plant and keep it upright		
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Question 9: Birds and insects are important for plant growth because they help with....(tick two):	Start of unit:	End of unit:
fertilisation		
pollination		
germination		
seed dispersal		