



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>

NC Statements

Vocabulary

Science Milestones

Linked Objectives

	<ul style="list-style-type: none"> • 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) • Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - Living things and their habitats)
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 • 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.