



HOLY TRINITY

Science Progression of Knowledge & Skills – Plants

Plants	Knowledge	Skills	Key Vocabulary
Year 1 Identifying Plants	<p>Children will learn about what a plant is.</p> <p>Children will learn about a variety of common garden plants, identify some of their features, and consider why they are appealing to people, e.g. easy to grow, or attracts insects.</p> <p>Children will identify some wild plants, and begin to consider how their seeds — which they grew from — came to be there.</p> <p>Children will identify and name trees, then learn some differences between deciduous and evergreen trees.</p> <p>Children will identify the main parts of a variety of plants and describe their functions.</p> <p>Children will identify ways in which plants change over time.</p>	<ul style="list-style-type: none">• Asking simple questions and recognising that they can be answered in different ways• Observing closely, using simple equipment• Identifying and classifying• Using their observations and ideas to suggest answers to questions• Gathering and recording data to help in answering questions• 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	deciduous, evergreen trees, leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem,



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<p>Year 2 Growing Plants</p>	<p>Children will look at seeds and seed packets and establish what can be learned from them and how best to plant and grow different seed types.</p> <p>Children will learn about bulbs: their large food source, and the times of year at which they grow.</p> <p>Children will learn about fruits: The seeds they contain and some ways in which they are dispersed.</p> <p>Children will learn about germination, then devise tests to determine the various conditions seeds need to germinate.</p> <p>Referring back to prior learning, children will consider how plants change over time.</p>	<ul style="list-style-type: none">• Asking simple questions and recognising that they can be answered in different ways• Observing closely, using simple equipment• Performing simple tests• Identifying and classifying• Using their observations and ideas to suggest answers to questions• Explore and compare the differences between things that are living, dead, and things that have never been alive• Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other• Identify and name a variety of plants and animals in their habitats, including micro-habitats• 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	seeds, bulbs, water, light, temperature, growth
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<p>Year 3 Growing Plants</p>	<p>Children will recap the main features of flowering plants, then learn about how roots grow, and what their functions are.</p> <p>Children will learn how water, absorbed by the roots is distributed around the plant via the stem.</p> <p>Children will start to learn how plants make their own food using air and sunlight.</p> <p>Children will start to identify the parts of a flower, and how pollination occurs.</p> <p>Children will learn how the ovaries of flowering plants grow to form seeds, and how they may be dispersed in a variety of ways.</p> <p>Children will learn about the structure of seeds and how plants grow from them.</p>	<ul style="list-style-type: none">• Asking relevant questions and using different types of scientific enquiries to answer them• Setting up simple practical enquiries, comparative and fair tests• Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers• Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions• Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables• Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions• Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions• Identifying differences, similarities or changes related to simple scientific ideas and processes• Using straightforward scientific evidence to answer questions or to support their findings• Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers• 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	<p>structure, flowering plants, roots, stem / trunk leaves, flowers function, nutrition, support, reproduction, makes own food, requirements, life and growth, air, light, water, nutrients from the soil, room to grow fertiliser, life cycle, pollination, seed formation, seed dispersal</p>
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