



St Bartholomew's Knowledge Organiser	Class 3	Summer 2 Science – Year B	Plants
<b>What we will learn:</b>		<b>Science Knowledge</b>	
<ul style="list-style-type: none"> <li>➤ Observe a range of different flowers closely using magnifiers</li> <li>➤ Record observations using annotated drawings, paintings and notes</li> <li>➤ Create a model flower and begin to know and name the male and female parts within it</li> <li>➤ Understand that flowers vary in size, colour, shape and form but all play a crucial role in reproduction</li> <li>➤ Observe and identify the male and female parts of a flower and learn their function</li> <li>➤ Discover the role played by insects in pollination and play a quiz game to reinforce vocabulary and concepts</li> <li>➤ Learn to do a Waggle Dance and know this is how bees communicate with other bees</li> <li>➤ Sequence the events of pollination</li> <li>➤ Conduct a simple investigation to answer a question on dispersal</li> <li>➤ Explore a variety of factors that may affect wind dispersal</li> <li>➤ Observe the effect of putting cut white carnations or celery in coloured water</li> <li>➤ Investigate what happens to plants when they are put in different conditions e.g. in darkness, in the cold, deprived of air, different types of soil, different fertilisers, varying amount of space</li> </ul>		<ul style="list-style-type: none"> <li>➤ Identify and describe the functions of different parts of flowering plants: roots; stem/trunk; leaves; and flowers.</li> <li>➤ 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.</li> <li>➤ Investigate the way in which water is transported within plants.</li> <li>➤ Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	
<b>Important Vocabulary</b>		<b>Working Scientifically</b>	
<p>Photosynthesis, pollen, insect/wind pollination, seed formation, seed dispersal (wind dispersal, animal dispersal, water dispersal)</p>		<ul style="list-style-type: none"> <li>➤ Make systematic and careful observations.</li> <li>➤ Record findings using simple scientific language, drawings and labelled diagrams.</li> <li>➤ Identify differences, similarities or changes related to simple scientific ideas and processes.</li> <li>➤ Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>➤ Ask relevant questions and use different types of scientific enquiries to answer them.</li> <li>➤ Set up simple practical enquiries and comparative and fair tests.</li> <li>➤ Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> </ul>	