

# Bishop Bronescombe C of E Primary School



Topic: Life-cycle of Plants

Year 3/4

## Key Vocabulary

<b>fertilisation</b>	When the male and female parts of the <b>flower</b> have mixed in order to make seeds for new plants.
<b>petal</b>	The brightly coloured part of the <b>flower</b> that attracts insects to <b>pollinate</b> the plant.
<b>stamen</b>	The male parts of the <b>flower</b> . The <b>stamen</b> is made up of the anther and the filament. The filament's job is to hold up the anther. The job of the anther is to make the pollen.
<b>carpel (pistil)</b>	The female parts of the <b>flower</b> . Made up of the stigma, style and ovary. The job of the style is to hold up the stigma. The stigma collects the pollen when a <b>pollinator</b> brushes by it. The ovary contains the ovules, which are the part of the <b>flower</b> that gets fertilised and eventually becomes the new seed.
<b>sepal</b>	Leaf-like structures that protect the <b>flower</b> and <b>petals</b> before they open out.
<b>pollination</b>	When pollen (a fine powdery substance produced by a <b>flowering</b> plant) is moved from the male anther of a <b>flower</b> to the female stigma.
<b>pollinator</b>	Animals or insects which carry pollen between plants. Examples include birds, bees and bats.
<b>germination</b>	When a seed starts to grow.
<b>seed dispersal</b>	A method of moving the seeds away from the parent plant so that the seeds have the best chance of survival.

## What you should already know.

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.

## Strand: Science

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

## Key learning

Identify the reproductive parts of a plant

understand that flowers vary in size, colour, shape and form but all play a crucial role in reproduction

observe and record a natural sequence of plant lifecycle (fruit development)

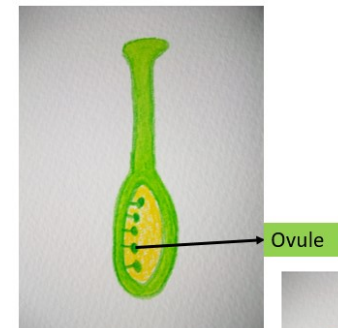
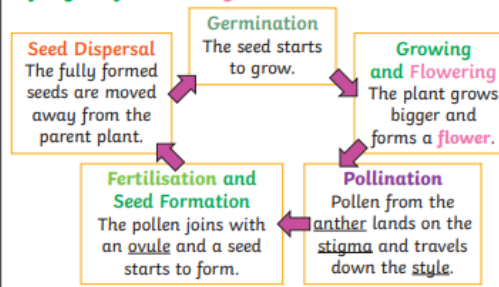
observe the structure of fruits closely and make detailed drawings of them in pastel or crayon

know the different ways that seeds can be dispersed and investigate wind dispersal by setting up a fair test to compare the flight of different paper spinners

## Scientific Skills and Enquiry:

Pupils in years 3 and 4 should be given a range of scientific experiences to enable them to raise their own questions about the world around them. They should start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions; recognise when a simple fair test is necessary and help to decide how to set it up; talk about criteria for grouping, sorting and classifying; and use simple keys. They should begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them. They should help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used.

### Life Cycle of a Flowering Plant



Ovule

