# PLANTS (BIOLOGY)

Statements in *red* are linked from other topics

| **Progression in Scientific knowledge, concepts & skills** | EYFS (Early Learning Goals) | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | KS3 |
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| **Concepts**<br>Structure<br>Function<br>Variation<br>Growth<br><br>Working Scientifically | Children know about similarities and difference in relation to places, objects, materials and living things.<br><br>Children talk about features of their own immediate environment and how environments might vary from one another | Identify and name a variety of common, wild and green plants, including deciduous and evergreen trees<br><br>Identify and describe the basic structure of a variety of common flowering plants | Observe and describe how seeds and bulbs grow into mature plants<br><br>Find out and describe how plants need water, light and suitable temperature to grow and stay healthy<br><br>*Identify and name a variety of plants and animals in their habitats,* | Identify and describe the functions of different parts of flowering plants: roots, stem/ trunk, leaves and flowers<br><br>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 | *Recognise that living things can be grouped in a variety of ways*<br><br>*Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment*<br><br>*Recognise that environments can change and that this can sometimes* | *Describe the life process of reproduction in some plants and animals (Living things and their habitats)* | *Describe how living things are classified into groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals*<br><br>*Give reasons for classifying plants and animals based on specific characteristics* | Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms |

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| | Children make observations of animals and plants and explain why some things occur and talk about changes | including trees | *including microhabitats (Living things and their Habitats)* | Investigate the way in which water is transported within plants<br><br>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal | *pose dangers to living things (Living things and their Habitats)* | | *(Living things and their habitats)* | |
| **Possible Learning Challenge Questions** | | Which birds and plants would Little Red Riding Hood find in our park? | How can we grow our own salad? | How does your garden grow? | | | | |