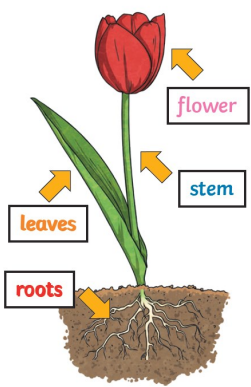


**Meadows First School Knowledge Organiser**      **SCIENCE**      **Year 3 Summer 1**      **Focus: Plants**

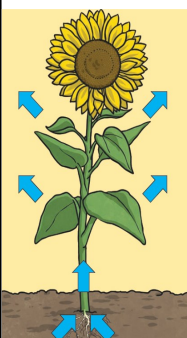
**Key Knowledge**

*I know the functions of different parts of flowers.*



<b>flower</b>	These make seeds. Their petals attract <b>pollinators</b> .
<b>stem</b>	Hold the plant up and carry water and <b>nutrients</b> from the soil to the leaves.
<b>leaves</b>	These make food for the plant using sunlight and carbon dioxide from the air.
<b>roots</b>	Anchor the plant into the ground and absorb water and <b>nutrients</b> from the soil.

*I know how water moves around plants.*



1. Water is absorbed from the soil by the roots.
2. Water then moves up the Stem to the leaves.
3. Water evaporates from the leaves.
4. Evaporation causes more water to be sucked up the stem.

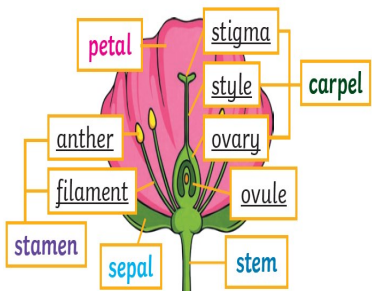
*I know what plants need to grow.*

- Water
- Light
- Nutrients from soil
- Air
- Room to grow



I also know that different plants need different amounts of these things.

*I know the part that flowers play in the life cycle of plants.*



<b>petal</b>	The brightly coloured part of the flower that attracts <b>pollinators</b> .
<b>stamen</b>	The male parts of the flower. Where <b>pollen</b> is made.
<b>carpel</b>	The female parts of the flower. Where seeds are made.
<b>sepal</b>	Leaves that protect the flower.

**Key Vocabulary**

<b>evaporation</b>	When a liquid turns to gas.
<b>fertilisation</b>	When the male and female parts of the flower have mixed to make seeds.
<b>germination</b>	When a seed starts to grow.
<b>nutrients</b>	The substances needed for all living things to grow.
<b>pollination</b>	When pollen (a fine powdery substance made by flowers) is moved from the anther to the stigma.
<b>pollinator</b>	Animals or insects which carry pollen between different plants.
<b>Seed dispersal</b>	A method of moving seeds away from the parent plant.

**Working Scientifically**

- We will make careful observation of plants and take accurate measurements of each part. We will begin to identify similarities in different plants and note down what we discover.
- We will plan our own investigation to find out what plants need to survive and how removing these requirements will change a plant's growth. We will make systematic observations and use accurate measurements too.
- We will take our findings and make them into bar charts and tables so that we can make conclusions from those and spot patterns.

**Books, Internet Sites and Places to Visit.**



**Birmingham Botanical Gardens** <https://www.birminghambotanicalgardens.org.uk/>