

SCIENCE

Science is a way to understand our world by carefully thinking about it and testing our guesses with observations and experiments.

Science at Defford

Our Vision

Our Intent

Faith	Friendship	Fun	Learn	Grow
<ul style="list-style-type: none">• Admire and appreciate the wonders that science highlights and seeks to explain.	<ul style="list-style-type: none">• Work effectively with others to investigate and understand our world using scientific methods.• To discuss and share scientific ideas, developing scientific vocabulary.	<ul style="list-style-type: none">• Learn about famous individuals who are passionate about science and have had a significant impact on science.	<ul style="list-style-type: none">• Gain a knowledge of what science is and what it means to be a scientist.	<ul style="list-style-type: none">• Develop an understanding of scientific methods and processes.• Understand how scientists carry out investigations, using measurements to carefully capture results.

Science Curriculum Threads

Working scientifically	Physical processes	Materials	The living world, including the human body
<p>Pupils will learn to explore, observe, discuss, test and develop their ideas about everyday phenomena and the relationships between living things and familiar environments.</p> <p>Pupils will ask their own questions and make some decisions about which types of scientific enquiry are likely to be the best way of answering them.</p>	<p>Pupils will learn about electricity, light, sound, forces and motion</p> <p>Pupils will plan and carry out their own investigations to develop their knowledge and understanding of how physical processes take place and what affects them.</p>	<p>Pupils will learn about different materials, their properties and their uses. They will plan and carry out investigations to learn more about substances and materials.</p>	<p>Pupils will learn about living things and their habitats including how humans are impacted upon this.</p> <p>Pupils will learn about the human body, how it works and how to stay healthy.</p>

KNOWLEDGE

Seasonal change

Pupils can describe the weather associated with each season and knows how day length varies.

(LL) (LL) The names and order of the seasons.

Everyday materials

Name common everyday materials including wood, plastic, glass, metal, rock and water.

(LL) (LL) Describe simple physical properties of everyday materials.

(LL) Compare and group materials using their properties.

(John Dalton – British weather pioneer. Monitored the weather using homemade equipment, keeping records for 57 years. He helped turn forecasting weather into actual science.)- Recap later in Weather topic

VOCABULARY

Season

Spring

Summer

Autumn

Winter

Observe

Material

Hard/soft

Shiny/dull

Rough/smooth

Waterproof

Absorbent

Opaque/transparent

UNDERSTANDING

That we experience 4 seasons. They have names and weather associated with them. They happen in the same order every year.

Understand that an object and the material it is made from are two different things.

That materials have properties, these properties make each material useful at certain things.

Properties of materials help us to decide what materials to use to make a variety of objects eg an umbrella, lining for a dog basket, curtains, a bookshelf etc.

SKILLS

Observational skills

This may include observing and recording the weather, length of day, looking at how the environment changes with the seasons.

Writing/drawing and reading information from simple charts to gain information.



Comparing and sorting of materials based on their properties.



KNOWLEDGE

Plants (Y1 content)

(LL) Identify and name common wild and garden plants.

Identify and name plant structure.

Some trees keep their leaves all year.

Agnes Arbour – English botanist. Agnes studied plants, writing books and drawing detailed studies of them. She researched into the evolution of plants, particularly water plants.

Animals including humans Y1

(LL) Animals vary in structure eg wings tails ears

(LL) They have different coverings eg scales/feathers/hair

Animals eat certain things- other animals/ plants only/ animals and plants

(LL) (LL) Humans have key parts but these vary. Humans have 5 senses linked to parts of the body.

VOCABULARY

Herbivore

Omnivore

Birch Oak Senses- sight/
Willow touch/taste/smell/hearing

Daisy Sunflower

Leaf Petals

Fruit Seed
Bulb

Branches Stem

Head, body,
eyes, ears,
mouth, nose,
teeth, leg, tail,
wing, claw,
fin, scales,
feathers,
fur, beak, paws, hooves

Carnivore

UNDERSTANDING

Plant species are different but have common features.

Differences in these features allows us to identify plants.



As with plants, animals have similar and different features that are used to identify and categorize them.

Animals have different features to support their needs based upon where in the world they live.

SKILLS

Observational study – looking carefully at something to better understand what it is and how it works. This is to include carefully looking at individual parts of plant or animal to help with identifying such as leaves or footprints.



Using features of both plants and animals to identify and categorize them.



KNOWLEDGE

Living things and their habitats Y2

(LL) Explore and compare the differences between things that are living, dead and things that have never been alive.

(LL) (LL) Living things live in habitats to which they are suited.

Animals have suitable features that help them move and find food

Know the needs of different animals and describe how the habitat meets the needs of animals and plants.

Within habitats there are different micro-habitats eg woodland-leaf litter/bark of tree. These have different conditions

Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain.

VOCABULARY

Carnivore

Herbivore

Omnivore

Dead/ alive/ never alive

Fish

Amphibian

Reptile

Bird

Mammal

Habitat- shelter /food/water

Local-habitats- pond/ woodland

Microhabitat- under log, in bush

Food chain

UNDERSTANDING

The place/area that animals live in is called their habitat.

Different animals live in different habitats.

Animals are suited to particular habitats. The temperature, plant life, other animals that live there etc often impact on where an animal will live.

SKILLS

Identifying and classifying animals.

Living/dead/never alive

Make simple observations of different animals

Perform simple tests

Gather and record data to help answer their questions

Draw and label diagrams

Create a food chain- from a book like gruffalo/ forest school area.



KNOWLEDGE

Everyday materials

Y1 recap

Name everyday material

Identify their properties

Sort materials by criteria

Y2

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Seasonal change (See Year A)

- observe changes across the 4 seasons
- observe and describe weather associated with the seasons and how day length varies

VOCABULARY

Material

Hard/soft

Shiny/dull

Rough/smooth

Waterproof

Absorbent

Opaque/transparent

Squashing

Bending

Twisting

Stretching

Day length

Seasons- Autumn, Winter, Spring ,
Summer

Weathers- snow, rain, sun,
thunder, lightening

Climate change

UNDERSTANDING

People have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam.

The properties of materials make them suitable for particular uses.

Name different properties

Some materials can change shape

It is not safe to look directly at the sun, even when wearing dark glasses.

Day length changes in different seasons

Climate change affects our weather and seasons in recent years

SKILLS

Ask simple questions

Observing closely using simple equipment

Using their observations and ideas to suggest answers to questions

Making tables or charts to show day length changes in different seasons



KNOWLEDGE

Plants Y2 prog

(LL) (LL) Plants grow from seeds or bulbs.

They germinate and grow into seedlings and then continue to grow into mature plants.

Mature plants may have flowers which grow into seeds/berrries/fruits.

Seeds and bulbs need to be planted at particular times. They will grow and germinate at different rates.

Some plants are suited to growing in full sun/ partial sun or full shade.

Plants need different amounts of water and space to grow well and stay healthy.

VOCABULARY

Bulbs

Water

Light / shade

Temperature

Germination

Growth

Survival

Reproduction

UNDERSTANDING

Plants are alive even though they aren't seen moving.

Plants can start out as seeds or bulbs

seeds and bulbs need water to grow but most do not need light;

seeds and bulbs have a store of food inside them

Spot similarities and differences between seeds and bulbs

How to nurture seeds and bulbs into mature plants.

SKILLS

Identifying and classifying

Performing simple tests

Gathering and recording data to help answer questions

Describe how plants that have grown from seeds/ bulbs have developed over time.

Identify plants that grew well in different conditions.

Make comparisons between plants as they grow



KNOWLEDGE

Everyday materials – recycling

Link to Aut Materials changing shape.

Process invented by - John McAdam

*Link to Worcs Recycling Centre- visit or zoom.

Some materials can be recycled

Benefits of recycling for the environment.

Animals including humans (Y2)

- (LL) (LL) notice that animals, including humans, have offspring which grow into adults These offspring some will be young and then grow into an adult. In others they may hatch from eggs. Some young don't look like their adult eg tadpole/ caterpillar
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

VOCABULARY

Recycling

Reusing

Reducing

Materials names

Suitability/ properties

egg, chick, chicken;
egg, caterpillar, pupa, butterfly;
spawn, tadpole, frog; lamb,
sheep. Growing into adults
can include reference to baby,
toddler, child, teenager, adult

Proteins, carbohydrates, fruits and
vegetables, dairy products

UNDERSTANDING

Importance of recycling and its impact on the environment.

How materials can be recycled.

Process of reproduction through growth:

egg, chick, chicken; egg,
caterpillar, pupa, butterfly;
spawn, tadpole, frog; lamb,
sheep. Growing into adults
can include reference to
baby, toddler, child, teenager,
adult

Good handwashing routine

Effect of exercise on the body

SKILLS

Ask simple questions

Observing closely using simple equipment

Using their observations and ideas to suggest answers to questions

Identifying and classifying

Performing simple tests

Gathering and recording data to help answer questions

Describe different life cycles

Observe how animals grow/ measure



KNOWLEDGE

States of Matter

There are 3 states of matter: solid, liquid and gas.

Solids cannot be compressed, do not flow and have a fixed shape.

Liquids cannot be compressed, can flow and can take the shape at the bottom of the container.

Gases can be compressed, can flow and can fill the shapes of their container.

VOCABULARY

States of matter

Solid

Liquid

Gas

Compressed

Particles

Evaporation

Condensation

Water cycle

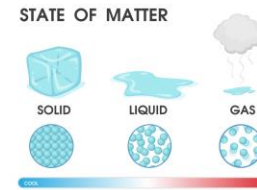
Freeze

Melt

UNDERSTANDING

To understand that solid particles are all close together and moving slowly. As they become liquids, they remain in close contact but move around more. As gases, they move around quicker and in a random fashion

(LL) (LL) Observe that some materials change state when they are heated or cooled.



Group materials according to whether they are solids, liquids or gases.

Observe that some materials changes states when heated or cooled (water, chocolate, butter).

Measure and observe the process of evaporation. Consider the best environment for drying clothes.

SKILLS

Making systematic and careful observations.

Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.

Set up practical enquiries, comparative and fair tests. Making systematic and careful observations. Using a range of scientific equipment.

Gathering and recording data using a table.

Identifying differences, similarities or changes related to simple scientific ideas and processes



KNOWLEDGE

Sounds is made through vibrations.

Vibrations/sounds travel through a medium eg across a surface, through the air and through water to the ear.

How volume and pitch change.
Music

Sound gets fainter as the distance from the source increases.

As the volume increases, the vibrations get bigger.

Pitch can be changed by changing the sound source, eg changing the length of a vibrating string on a guitar or the thickness of a rubber band.

VOCABULARY

Sound

Vibration

Volume

Pitch [Music](#)

Sound source – the place where a sound is made. Vibrations travel out from this point in all directions.

Solids – hold their shape

Liquid – form a pool not a pile

Gas – escape an unsealed container.

Evaporation

Condensation

UNDERSTANDING

Sounds are made by making something vibrate.

Sounds travel through the air, through water (though this distorts the sound). In space no sound travels as there is no air.

If we change the vibrations, we change the sound.

The water cycle and the important roles of evaporation and condensation. Evaporation rate is linked to temperature.

SKILLS

Observation skills – use a variety of instruments (including a variety of string, percussion and wind) to produce different sounds.

Experiment with volume. Make loud sounds and quiet sounds and link this to different vibrations.



KNOWLEDGE

(LL) (LL) **Light** is needed in order to see.

Darkness is the absence of light.

Light is reflected off surfaces. The reflection of light is how we see everything that we see.

Light from the sun is very powerful and can be dangerous if you look directly at it.

The shape and position of an object blocking a light source will determine the shape of the shadow.

Glass and water slows the speed of light, splitting it.

Galileo – Heard of the invention in the Netherlands of the telescope and then set about creating his own and improving upon it. He used his homemade telescopes to study the stars and moon. (Revisit in 5+6 Space)

Living things and their habitats

Recognise that living things can be grouped in a variety of ways (LL).

VOCABULARY

Light

Light source – something that produces light eg star, light bulb, glow worm, lava, candle.

Reflect

Shadow

Opaque

Translucent

Transparent

UNDERSTANDING

Light is created by a source, reflects off objects and enters our eyes.

When there is little or no light, there is darkness.

You cannot turn on or off darkness.

Shadows are formed when the light from a source is blocked by an opaque object.

It is important that we protect our eyes from bright lights.

Light travels incredibly quickly. Light from stars takes so long to reach our eyes we are looking back in time.

Environments can change and this can sometimes pose dangers to living things.

That humans have a dramatic impact on the habitats of animals.

SKILLS

Explore the relationship between a light source, an opaque object and the shape, size and position of a shadow.

Measure shadows and predict the position and length of a shadow given the known position of a light source and shape and size of an object.

Use classification keys to help group, identify and name a variety of living things in their local and wider environment.



KNOWLEDGE

To stay alive and healthy, all living things need certain conditions that let them carry out the seven life processes:

Movement

Respiration

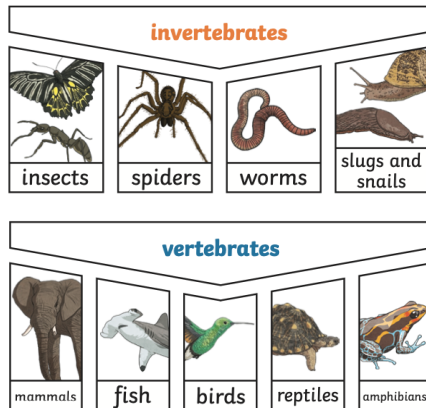
Sensitivity

Growth

Reproduction

Excretion

Nutrition



VOCABULARY

Organisms

Life processes

Respiration

Sensitivity

Reproduction

Excretion

Nutrition

Habitat

Endangered species

Classification

Flowering plants

Non-flowering plants

Pollution

Environment

Mammal

Amphibian

Reptile

Bird

Vertebrates

Invertebrate

Fish

UNDERSTANDING

To recognise that living things can be grouped in a variety of ways.

To understand that classification keys help group, identify and name a variety of living things in their local and wider environment.

To have an understanding that changes to an environment can be natural or caused by humans. Changes to an environment can have positive as well as negative effects.

SKILLS

Working scientifically: Making systematic and careful observations using equipment.

Gathering, recording and classifying data to answer questions.

Recording findings using keys.

Sort living things into groups.

Generate questions about animals.

Identify similarities and differences between vertebrates.

Identify vertebrate groups.

Identify the characteristics of living things.

Suggest how to have a positive effect on the local environment.

Record observations on a map.

Name some endangered species.



KNOWLEDGE

- Living things need food to grow and to be strong and healthy.
- Plants can make their own food, but animals cannot.
- To stay healthy, humans need to exercise, eat a healthy diet and be hygienic.
- Animals, including humans, need food, water and air to stay alive.
- Skeletons do three important jobs: • protect organs inside the body; allow movement;
- support the body and stop it from falling on the floor
- Skeletal **muscles** work in pairs to move the bones they are attached to by taking turns to contract (get shorter) and relax (get longer).

VOCABULARY

Healthy
Nutrients
Energy
Saturated fats
Unsaturated fats
Carbohydrate, protein, fibre, fats, vitamins, minerals, water.
vertebrate
Invertebrate
Muscles
Tendons
Joints
skeleton
Endoskeleton
Exoskeleton

UNDERSTANDING

Can the children explain the importance of a healthy diet?

Do the children show an understanding of the food groups and the nutrients humans need for a healthy diet?

Do they understand a range of information from food labels?

Do they understand the function of the human skeleton and be able to give a simple explanation of how muscles work.

SKILLS

Group and classify foods into food groups.

Present data from food labels to answer questions.

Group and classify animal skeletons.

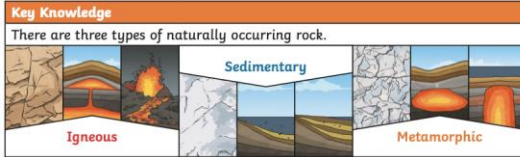
Use scientific vocabulary to explain.

Set up and carry out a fair test.

Measure accurately.

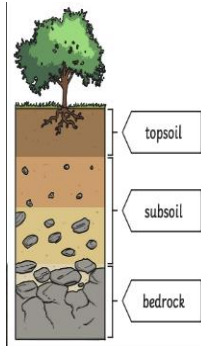


KNOWLEDGE



Soil is the uppermost layer of the Earth. It is a mixture of different things:

- minerals (the minerals in soil come from finely broken-down rock);
- air;
- water;
- organic matter (including living and dead plants and animals).



Natural Rocks			Human-Made Rocks
Igneous	Sedimentary	Metamorphic	
Obsidian	Chalk	Marble	Brick
Granite	Sandstone	Quartzite	Concrete
Basalt	Limestone	Slate	Coade Stone

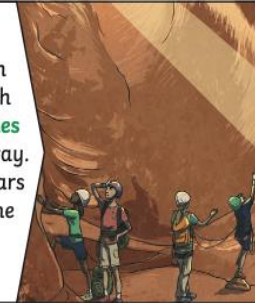
VOCABULARY

Key Vocabulary

igneous rock	Rock that has been formed from magma or lava .
sedimentary rock	Rock that has been formed by layers of sediment being pressed down hard and sticking together. You can see the layers of sediment in the rock.
metamorphic rock	Rock that started out as igneous or sedimentary rock but changed due to being exposed to extreme heat or pressure.
magma	Molten rock that remains underground.
lava	Molten rock that comes out of the ground is called lava .
sediment	Natural solid material that is moved and dropped off in a new place by water or wind, e.g. sand.
permeable	Allows liquids to pass through it.
impermeable	Does not allow liquids to pass through it.
fossilisation	The process by which fossils are made.
palaeontology	The study of fossils.
erosion	When water, wind or ice wears away land.

UNDERSTANDING

Caves are formed when water **permeates** through the bedrock and **erodes** some of the rock away. Over thousands of years these caves can become very large.



Fossilisation:

An animal dies, it gets covered with sediments which eventually become rock.

More layers of rock cover it. Only hard parts of the creature remain.

Over thousands of years, sediment might enter the mould to make a cast fossil. Bones may change to mineral but will stay the same shape.

Changes in sea level take place over a long period.

As erosion and weathering take place, eventually the fossil becomes exposed.

SKILLS

Observe carefully, carry out scientific investigations to describe the properties of rock – hard, soft, permeable, impermeable, durable, high density, low density.

Describe in simple terms how fossils are formed.

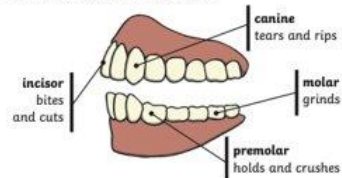
Recording findings using simple scientific language. Reporting on findings from enquiries, including presentations of results and conclusions. Children will present their findings using the key science vocabulary for this lesson.



KNOWLEDGE

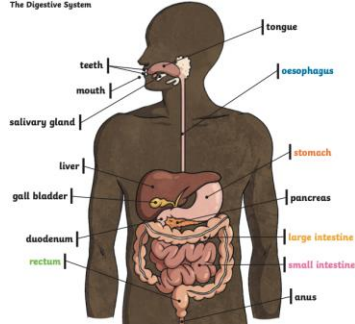
The teeth of an animal are designed to eat different foods depending on the diet of the animal.

Human Teeth and Their Functions



Some people have wisdom teeth but they have no function now.

The Digestive System



VOCABULARY

digest	Break down food so it can be used by the body.
oesophagus	A muscular tube which moves food from the mouth to the stomach.
stomach	An organ in the digestive system where food is broken down with stomach acid and by being churned around.
small intestine	Part of the intestine where nutrients are absorbed into the body.
large intestine	Part of the intestine where water is absorbed from remaining waste food. Faeces are formed in the large intestine.
rectum	Part of the digestive system where faeces are stored before leaving the body through the anus.
herbivore	An animal that eats plants.
carnivore	An animal that feeds on other animals.
omnivore	An animal that eats plants and animals.
producer	An organism, such as a plant, that produces its own food.
predator	An animal that hunts and eats other animals.
prey	An animal that gets hunted and eaten by another animal.

UNDERSTANDING

Do the children understand what they need to do to help prevent tooth decay? (To limit sugary food and drink, brush teeth at least twice daily using a fluoride toothpaste, visit their dentist regularly).

Do the children understand that animals teeth are different, depending on their diet.

The animals in a food chain show the flow of energy.

SKILLS

Generate scientific questions and use scientific evidence that is given to answer questions.

Make predictions and suggest equipment.

Make careful observations, record findings using labelled diagrams.

Construct and interpret a food chain.



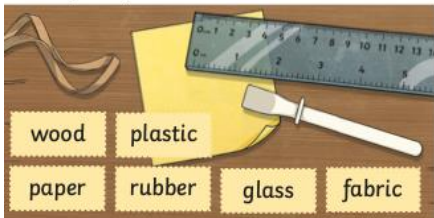
KNOWLEDGE

To give examples of conductors and insulators (see also vocab):

Examples of **Electrical Conductors**



Examples of **Electrical Insulators**



Appliances

Many everyday **appliances** rely on **electricity** for them to work. Some **appliances** use **mains electricity** (are plugged into a socket) and others have a **battery** to make them work. Examples of **mains-powered appliances** include toasters and televisions. **Battery-powered appliances** can include mobile phones and torches.

VOCABULARY

electricity	The flow of an electric current through a material, e.g. from a power source through wires to an appliance .
appliances	A piece of equipment or a device designed to perform a particular job, such as a washing machine or mobile phone.
battery	A device that stores electrical energy as a chemical. Two or more cells joined together form a battery .
circuit	A pathway that electricity can flow around. It is based around wires and a power supply. Examples of components (parts) you can add in to a circuit are bulbs, switches, buzzers and motors.
mains electricity	Electricity supplied through wires to a building.
electrical conductor	A conductor of electricity is a material that will allow electricity to flow through it.
electrical insulator	Materials that are electrical insulators do not allow electricity to flow through them. Bulb – lights up in a complete circuit. Buzzer – makes a noise in a complete circuit. Wires – used to connect the different components in the circuit together. Motor – produces movement in a complete circuit. Switch – used to turn other components in the circuit on or off.

UNDERSTANDING

Series Circuit

A **circuit** where the components are connected in a loop.
Electricity flows through each component in a single pathway.

Complete Circuit

Electricity can flow. The components will work.

Incomplete Circuit

There is a break in the **circuit** that prevents the **electricity** from flowing. The components will not work.

Switches can be used to open or close a **circuit**. When off, a switch 'breaks' the **circuit** to stop the flow of **electricity**. When on, a switch 'completes' the **circuit** and allows the **electricity** to flow.

push button switch

slide switch

SKILLS

To be able to construct simple series circuits.

To be able to troubleshoot and identify whether or not a bulb will light in a simple series circuit and be able to identify a complete circuit.

To test materials in a circuit to see if they are electrical conductors or insulators.

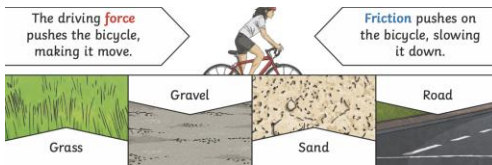
To work safely with circuit components.



KNOWLEDGE

Different surfaces create different amounts of friction.

The amount of friction created by an object moving over a surface depends on the roughness of the surface and the object and the force between them.



A magnetic field is invisible.

Like poles repel. Opposite poles attract.

VOCABULARY

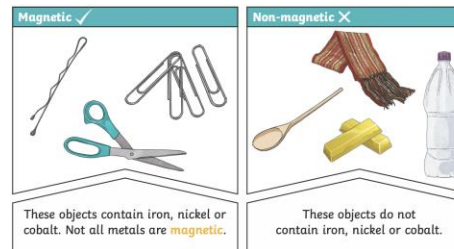
forces	Pushes or pulls.
friction	A force that acts between two surfaces or objects that are moving, or trying to move, across each other.
surface	The top layer of something.

magnet	An object which produces a magnetic force that pulls certain objects towards it.
magnetic	Objects which are attracted to a magnet are magnetic . Objects containing iron, nickel or cobalt metals are magnetic .
magnetic field	The area around a magnet where there is a magnetic force which will pull magnetic objects towards the magnet .
poles	North and south poles are found at different ends of a magnet .
repel	Repulsion is a force that pushes objects away. For example, when a north pole is placed near the north pole of another magnet , the two poles repel (push away from each other).
attract	Attraction is a force that pulls objects together. For example, when a north pole is placed near the south pole of another magnet , the two poles attract (pull together).

UNDERSTANDING

To understand that forces will change the motion of an object. They will either make it move, speed up, slow down or even make it stop.

To understand that not all metals are magnetic.

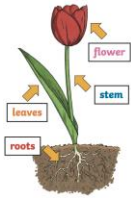


SKILLS

- Identify forces as pushes and pulls.
- Feel the pulling force of a magnet.
- Sort materials according to whether they are magnetic or not.
- Identify the different poles of a bar magnet.
- Use a magnetic compass with four points.
- Make a prediction.
- Observe closely.
- Construct a bar chart on labelled axes and form a conclusion based on results.

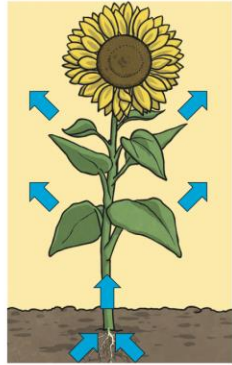


KNOWLEDGE

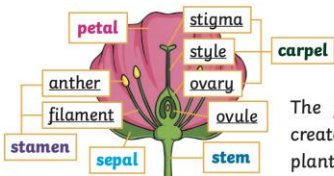


How Water Moves through a Plant

1. The **roots** absorb water from the soil.
2. The **stem** transports water to the **leaves**.
3. Water **evaporates** from the **leaves**.
4. This **evaporation** causes more water to be sucked up the **stem**.



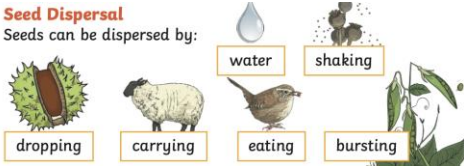
The water is sucked up the **stem** like water being sucked up through a straw.



The **flower's** job is to create seeds so that new plants can be grown.

Seed Dispersal

Seeds can be dispersed by:



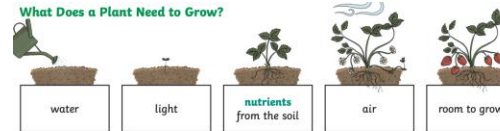
VOCABULARY

roots	These anchor the plant into the ground and absorb water and nutrients from the soil.
stem	This holds the plant up and carries water and nutrients from the soil to the leaves . A trunk is the stem of a tree.
leaves	These make food for the plant using sunlight and carbon dioxide from the air.
flowers	These make seeds to grow into new plants. Their petals attract pollinators to the plant.
nutrients	These substances are needed by living things to grow and survive. Plants get nutrients from the soil and also make their own food in their leaves .
evaporation	When a liquid turns into a gas.

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

UNDERSTANDING

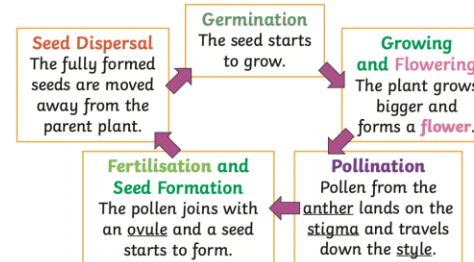
To understand what a plant needs in order to grow.



Different plants vary in how much of these things they need. For example, cacti can survive in areas with little water, whereas water lilies need to live in water.

To understand the life cycle of a flowering plant.

Life Cycle of a Flowering Plant



SKILLS

- Identify the different parts of flowering plants.
- Set up an investigation to find out what plants need in order to grow well.
- Predict what will happen in an investigation.
- Make observations.
- Identify the main stages of the life cycle of flowering plants.

