

## Plants substantive knowledge end points

	Scientists	National curriculum	Key knowledge (Sticky knowledge)	Vocab	Jobs
EYFS Spring 2  <b>What do all plants have?</b>	Izabela Textorisova (Botanist)  First Slovakian female botanist	Explore the natural world around them, making observations and drawing pictures of animals and plants  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Name of (daffodil, rose, chestnut). Describe the plants named above using stem, leaves, flower. Plants need to be cared for.	<b>Vocab</b> Stem, leaves, flower, water, soil, seed	Botanist Gardener Scientist Florist Landscape Groundskeeper
Year 1 Spring 1  <b>How many types of plants are out there?</b>	Beatrix Potter (Author & Botanist)  British female	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. Identify and name the roots, trunk, branches and leaves of trees.	Plants grow from seeds/bulbs Plants need light and water to grow and survive Plants are important We can eat lots of plants Name of (brambles, ivy, sunflower, lavender, conifer, oak)	<b>Vocab</b> Stem, roots, leaves, trunk, branches, bulbs/seeds,	

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<p>Year 2 Summer 1</p>	<p>Alan Titchmarsh (Botanist &amp; Gardener)</p> <p>British male</p>	<p>Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and warmth to grow and stay healthy</p>	<p>Plants grow from seeds/bulbs Plants need light, water and warmth to grow and survive Flowers make seeds to make more plants (reproduce) Plants are important We need plants to survive (to clean air, to eat) Name 3 plants we can eat (mint, raspberry, carrot) We can eat different parts of the plants (leaves, stems, roots, seeds, fruit)</p>	<p><b>Vocab</b> Stem, root, leaves, seeds/bulb, fruit, temperature, measure</p>	
<p>Year 3 Autumn 1</p>	<p>Jan Ingenhousz (Photosynthesis)</p> <p>Dutch male</p>	<p>Identify and describe the functions of different parts of the flowering plant: roots, stem/trunk/leaves and flowers Explore the part flowers play in a flowering plants life cycle, including pollination, seed formation and seed dispersal Explain the requirements of plants for life and growth (air, light, water, nutrients from soil, room to grow) and how they vary between plants • Know the way in which water is transported between plants</p>	<p>Summer snap dragon &amp; Lily Plants are producers, they make their own food (link to food chains in year 2 &amp; photosynthesis) Their leaves absorb sunlight and carbon dioxide Plants have roots, which provide support and draw water from the soil <b>Flowering plants</b> (lilies) have specific adaptations which help it to carry out pollination, fertilisation and seed production Seed dispersal improves a plants chances of successful <b>reproduction</b> Seeds/bulbs require the right conditions to <b>germinate</b> and grow Seeds contain enough food for the plant's initial growth</p>	<p><b>Vocab</b> reproduce, germinate, pollination, dispersal, fertilisation</p>	

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Year 4					
Year 5 Autumn 2	Living things scientist	Know the process of reproduction in plants.	Flowers reproduce <b>sexually</b> and <b>asexually</b> They can <b>reproduce</b> from pollination, fertilisation and seed production	<b>Vocab</b> <b>Sexual,</b> <b>asexual,</b> <b>reproduce,</b> <b>fertilisation</b>	
Year 6					