

Plants Progression map Year 4

Previous Year: Year 3	Current Year: Year 4	Next Year: Year 5
<p>Identify and describe the functions of different parts of flowering plants: roots; stem/trunk; leaves; and flowers.</p> <ul style="list-style-type: none"> • 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. • Investigate the way in which water is transported within plants. • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<p>These objectives are taken from the national curriculum but covered in different topics:</p> <ul style="list-style-type: none"> • Recognise that living things can be grouped in a variety of ways. (Y4 - <i>Living things and their habitats</i>) • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. (Y4 - <i>Living things and their habitats</i>) • Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - <i>Living things and their habitats</i>) 	<p>These objectives are taken from the national curriculum but covered in different topics:</p> <ul style="list-style-type: none"> • Describe the life process of reproduction in some plants and animals. (Y5 - <i>Living things and their habitats</i>)
<p>Physical education links:</p> <p style="text-align: center;">-</p>	<p style="text-align: center;"><u>How can the learning be applied?</u></p> <ul style="list-style-type: none"> • Observe plants and animals in different habitats throughout the year. • Compare and contrast the living things observed. • Use classification keys to name unknown living things. • Classify living things found in different habitats based on their features. • Create a simple identification key based on observable features. • Use fieldwork to explore human impact on the local environment e.g. litter, tree planting. 	<p style="text-align: center;"><u>Key learning for the topic:</u></p> <p>Living things can be grouped (classified) in different ways according to their features. Classification keys can be used to identify and name living things.</p> <p>Living things live in a habitat which provides an environment to which they are suited (Year 2 learning). These environments may change naturally e.g. through flooding, fire, earthquakes etc. Humans also cause the environment to change. This can be in a good way (i.e. positive human impact, such as setting up nature reserves) or in a bad way (i.e. negative human impact, such as littering). These environments also change with the seasons; different living things can be found in a habitat at different times of the year.</p>
<p style="text-align: center;"><u>Learning Values:</u></p> <ul style="list-style-type: none"> - respect - responsible - resourceful - resilient - risk taker 	<p style="text-align: center;"><u>Possible stimulus to teach:</u></p> <ul style="list-style-type: none"> • Under the Canopy by Iris Volant & Cynthia Alonso • The Lost Words by Jackie Morris & Robert Macfarlane • Sparrow Girl by Sara Pennypacker & Yoko Tanaka • Tiger, Tiger, Burning Bright by Fiona Waters & Britta Teckentrup 	