




Scientific Skills Progression

*Note: It is expected that children and adults should use the vocabulary from previous year groups as they progress and where appropriate.

By the end of ...	<p style="text-align: center;">PLANTS</p> 	Year group taught in
<p style="text-align: center;">Key Stage 1</p>	<ul style="list-style-type: none"> • 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, including trees <i>i.e.</i> roots, a stem, leaves and flowers. <p>Vocabulary children should use: names of locally found wild plants, names of locally found garden plants, names of locally found flowering plants, names of locally found trees, leaf/leaves, flower, blossom, petal, fruit, berry, root, bulb, seed, trunk, branch, stem, bark, stalk, vegetable, names of flowers grown, names of vegetables grown</p> <p>Vocabulary adults should use: wild plants, garden plants, flowering plants</p>	<p>Year 1</p>
	<ul style="list-style-type: none"> • Observe and describe how seeds and bulbs grow into mature plants • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy <p>Vocabulary children should use: seeds, bulbs, fully grown, water, light, damp/wet/dry, dark/light, hot/warm/cool/cold, use comparatives e.g. hotter, grow/growth, healthy, shoot, seedling, wither/limp, die, dry/crispy, soil, earth</p> <p>Vocabulary adults should use: mature plants, temperature, germinate/germination, deciduous, evergreen</p>	<p>Year 2</p>
<p style="text-align: center;">Key Stage 2</p>	<ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • <i>Water and warmth help seeds germinate</i> • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, room to grow <i>and the correct temperature</i>) and how they vary from plant to plant • Investigate the way in which water is transported within plants. <i>Water, taken in by the roots, goes up the stem to the leaves, flowers and fruit</i> 	<p>Year 3</p>



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	<ul style="list-style-type: none"> Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>Vocabulary children should use: part, role, leaf/leaves, flower, blossom, petal, fruit, berry, root, bulb, seed, seedling, trunk, branch, stem, bark, stalk, water, light, air, nutrients, soil, fertiliser, damp/wet/dry, dark/light, hot/warm/cool/cold, use comparatives e.g. hotter, grow/growth, healthy, transported, life cycle, pollination, seed formation, seed dispersal, temperature</p> <p>Vocabulary adults should use: structure, function</p>	
<p>Key Stage 3</p>	<p>Photosynthesis</p> <ul style="list-style-type: none"> Identify the reactants in, and products of, photosynthesis, and recognise a word summary for photosynthesis Recognise the dependence of almost all life on Earth on the ability of photosynthetic organisms, such as plants and algae, to use sunlight in photosynthesis to build organic molecules that are an essential energy store and to maintain levels of oxygen and carbon dioxide in the atmosphere Describe the adaptations of leaves for photosynthesis. <p>Reproduction</p> <ul style="list-style-type: none"> Describe reproduction in plants, including <ul style="list-style-type: none"> flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal (including quantitative investigation of some dispersal mechanisms.) 	<p>Year 7, 8 or 9</p>