

### Entry Task

Explore the anatomies of various flowers through dissecting them.



# Circle of Life



### Big Question

What are the requirements for plants and to grow healthy? What are the key functions of parts of plants?

What are the names of the parts of a plant and what is their function?

Can I set up some experiments with seeds to find out which things plants need to grow well? Do all plants need the same climate?

How does water flow through a plant stem?

What are the requirements for life how do plants fertilise?  
Can I use MRS NERG to explain this?

Why do plants produce flowers and what are the roles of the different parts of the flower involved in pollination and seed formation?

How many different ways can plants disperse their seeds? (Anima)

How many different ways can plants disperse their seeds? (Wind)

How many different ways can plants disperse their seeds? (Gravity)

Can I compare where plants and animals get their energy from?

Sketchbook Study: Using a viewfinder, focus on patterns that can be observed within materials. How can I recreate these patterns using a variety of media?

### Celebration/Evaluation

Construct a model of a plant, adding labels to identify the different parts. Use them to explain to the class functions of each part.

### Curriculum Passport Challenge

Children to explore the Botanic Gardens, identifying a range of plant life.

### What to revisit?

Year 1 / 2—Plants. What is needed for growth?

### Vertical Threads

Fertility, Climate, Health

### Key Vocabulary

As a scientist, I will use... Leaves, flowers, blossom, fruit, roots, seed, trunk, branches, stem, sepal, petal, stigma, style, anther, ovary, ovule, air, light, water, nutrients, soil, pollen, pollination, seed formation, dispersal, reproduce

As an artist, I will use... colour, pattern, texture, print, relief, ink, roller, viewfinder, shade, tint, tone, tertiary, secondary, primary, organics shapes,

Evaluate: Critical friend— How could work be enhanced?

Responding to feedback, make changes to inform a final, printed composition.

Remove/rework sections of the print. Ink and relay over original in varying colours. Comment on preferences.

Roll print using inks and apply to varying grades of paper? Why might we begin with a light ink if we plan to reprint?

Using a polystyrene tile, create a relief print using a range of different implements to replicate texture.

Sketchbook Study: Using a viewfinder, identify aspects of plant anatomy of visual interest. Undertake observational line drawings using mixed media.

Identify primary and secondary colours and tertiary colours. (revisit) Create tints, tones and shades of these hues.

Sketchbook Study: Using a viewfinder, identify aspects of plant anatomy of visual interest. Photograph and collate in sketchbook.

DRIVER SUBJECT IS SCIENCE & ART