



# Year 3 - Summer 1 - Science Knowledge Organiser

## What I already know...

- What soil is made of, and the how different types of soils affect growing conditions.
- The main parts of a plant, including the reproductive parts of a flower.
- How and why plants are important.
- What plants need to grow and be healthy.

## What I will learn...

- That different seeds need different conditions to germinate and different plants need different conditions to grow healthily.
- The different ways that plants spread their seeds: gravity, wind, ballistic, water and animal.
- That we can affect the conditions of the environment around us, positively and negatively.
- How to nurture and support plant life to give it the best chance of survival.

## Key Vocabulary

Seed dispersal	When seeds are carried away from the parent plant.
Germinate	When a seed starts to grow and produces a root and a shoot.
Ballistic	Method of seed dispersal where seeds are catapulted or projected away .
Environment	The natural world, often the area surrounding us.
Improve	To make things better
Soil condition	How capable the soil is of growing and maintaining life.
Litter	Rubbish that is not in a bin.
Weeds	Plants that grow in a space where we don't want them.

## How to be a Scientist:

- Asking relevant questions and using different types of scientific enquiries to answer them.
- Setting up simple practical enquiries and fair tests.
- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment.



## Making a difference at The Merton and beyond

This term's work is all about improving our school environment. We will use the knowledge we have gained in the last two terms of Science work; learning about rocks, soils and plants, to identify areas of school that can be improved, how they can be improved, and then actually undertaking the work!

Keep an eye out for newly planted, weeded or tidied areas of school!

- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- Identifying differences, similarities or changes related to simple scientific ideas and processes.