

WEEK: 10

Week Beginning: (25/05/20)

Subject: SCIENCE

Year: 6

Lesson Objective:

- Seeds
- Summary questions

Keywords/ Concepts

- Seed dispersal
- Fertilise

Class Questions

Homework

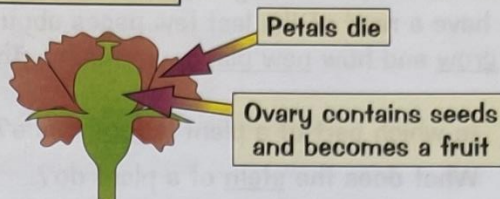
- Read and make notes for ‘Grouping Living Things’ and complete the worksheet.

Additional Notes

Seeds

The Fertilised Egg becomes a Seed

- 1) Once the eggs in the ovary have been fertilised, they turn into seeds.
- 2) The petals of the flower die.
- 3) The ovary becomes a fruit, which contains the seeds.



Seed Dispersal Involves the Scattering of Seeds

- 1) The fruits and seeds must be carried away from the parent plant to stop overcrowding.
- 2) This is called dispersal.

Three ways to Disperse a Fruit with its Seeds

1) By **WIND**

The fruits are light and feathery — so get blown by the wind.



Dandelion



Sycamore

2) By **ANIMALS**

The fruits are juicy — so get eaten and pooed out by animals, or sticky — so get carried on animal fur.



Apple



Burdock

3) By **EXPLOSION**

The fruit skin (pod) dries up and splits open — so shooting out seeds.



Peas



Laburnum

1.3

Flowers and Seeds

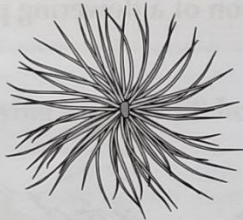
Q3 Use some of the words from the list below to complete these sentences.

pollination seeds stem overcrowding ovary

When the flower dies, the becomes
a fruit which contains the

Seeds must be carried away from the parent plant to prevent
.....

Q4 Here are some seeds from different plants.



Thistle



Ash tree



Cocklebur

- a) Name one of these seeds that is dispersed by the wind.
Explain how the seed is adapted to be dispersed in this way.

Seed:

Explanation:

- b) Name one of these seeds that is dispersed by animals.
Explain how the seed is adapted to be dispersed in this way.

Seed:

Explanation:

Summary Questions for Section One

Those green things we call plants may be a bit different to us (they don't eat beans on toast for one), but they're really important — they give us and other animals food. So have a read of the last few pages about what parts of a plant do, what plants need to grow and how new plants are made. Then test what you know with a few of these...

- 1) In which part of a plant is food made?
- 2) What does the stem of a plant do?
- 3) What do the roots of a plant do?
- 4) Why do plants need light?
- 5) Why do plants need minerals?
- 6) Plants need light, air, water and minerals.
Name one other thing all plants need.
- 7) True or false: All plants need the same amount of water.
- 8) Where does water go after it enters a plant's roots?
- 9) In what part of the flower are the reproductive organs found?
- 10) What is the male part of the plant called? What about the female part?
- 11) Which happens first, pollination or fertilisation?
- 12) When pollen lands on the stigma, is this pollination or fertilisation?
- 13) Describe two ways that pollen could get from the anther of one plant to the stigma of another plant.
- 14) What attracts an insect to a flower?
- 15) Why does an insect want to go into the flower: what's it looking for?
- 16) Wind pollinated flowers are not usually brightly coloured. Why not?
- 17) When pollen joins with an egg, is this pollination or fertilisation?
- 18) To make a seed, an egg must join with what?
- 19) When a seed is formed, what happens to the petals of the flower?
- 20) After fertilisation, what does the ovary become?
- 21) What does seed dispersal prevent: body odour, overcrowding, or germs from living?
- 22) Name three ways that fruits and seeds can be scattered.



Homework

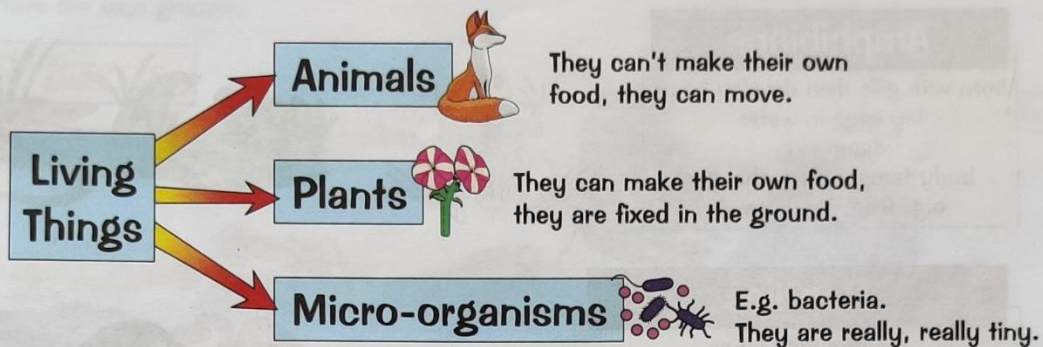
Section Two — Living Things and Their Habitats 9

Grouping Living Things

There are so many different plants and animals on Earth that scientists need to divide them up into groups to help identify them.

Living Things can be put into Groups

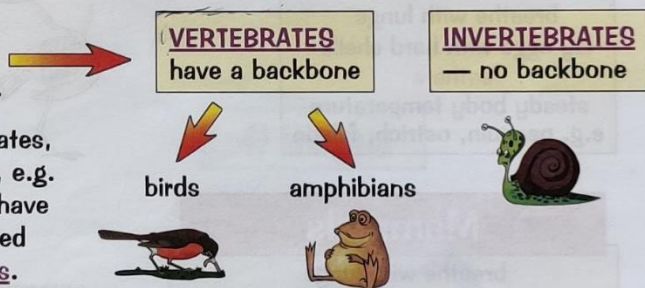
- 1) All living things have features that we can see (like legs, flowers or fur).
- 2) Scientists look for similarities and differences between their features.
- 3) Then they put living things into groups based on features they have in common.
- 4) There are three main groups — animals, plants and micro-organisms.



- 5) Putting living things into groups in this way is called classification.
- 6) You can use the features that different animals, plants and micro-organisms have to keep on dividing them up into smaller groups. For example:

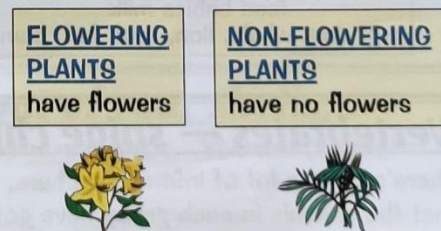
Animal Groups

- 1) Some animals have backbones (spines) and some don't. So you can make two more groups.



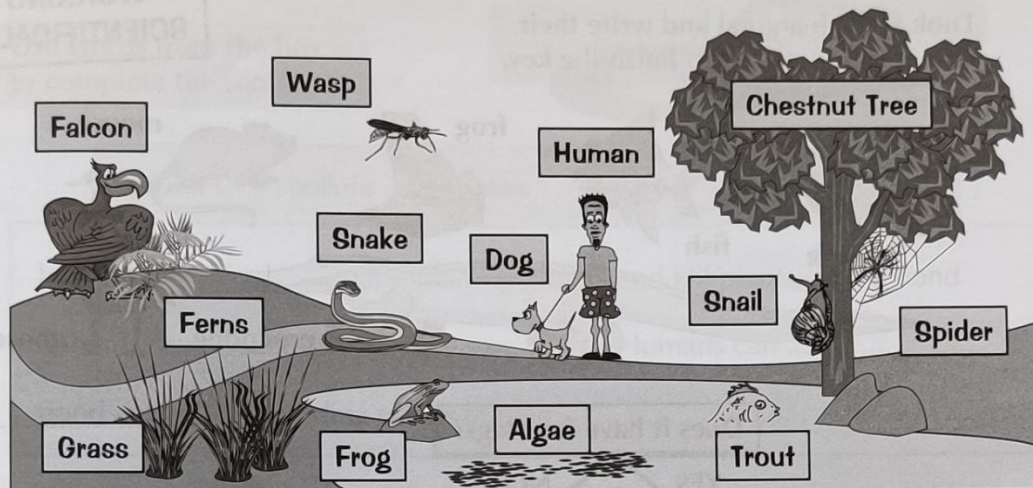
Plant Groups

- 1) Some plants have flowers (very pretty) and some don't. This means we can make two more groups for plants.
- 2) Then there are lots of different types of flowering plants, so you can split them up into more groups (like 'trees' and 'grasses').



1.4 Grouping Living Things

Q1 Damon can see loads of living things in the park.



a) Animals that have backbones are called **vertebrates**, and those that don't are called **invertebrates**. Find three of each in the picture.

Vertebrates:

Invertebrates:

b) Plants can be grouped into **flowering** and **non-flowering**. Use the picture to find one example of each.

Flowering:

Non-flowering:

c) Use some of the words from the box to complete the sentences below.

mammals	gills	beaks	features	lungs	birds
---------	-------	-------	----------	-------	-------

Animals and plants have that allow us to sort them into groups. For example, birds and mammals both breathe using But give birth to live young, unlike which lay eggs.