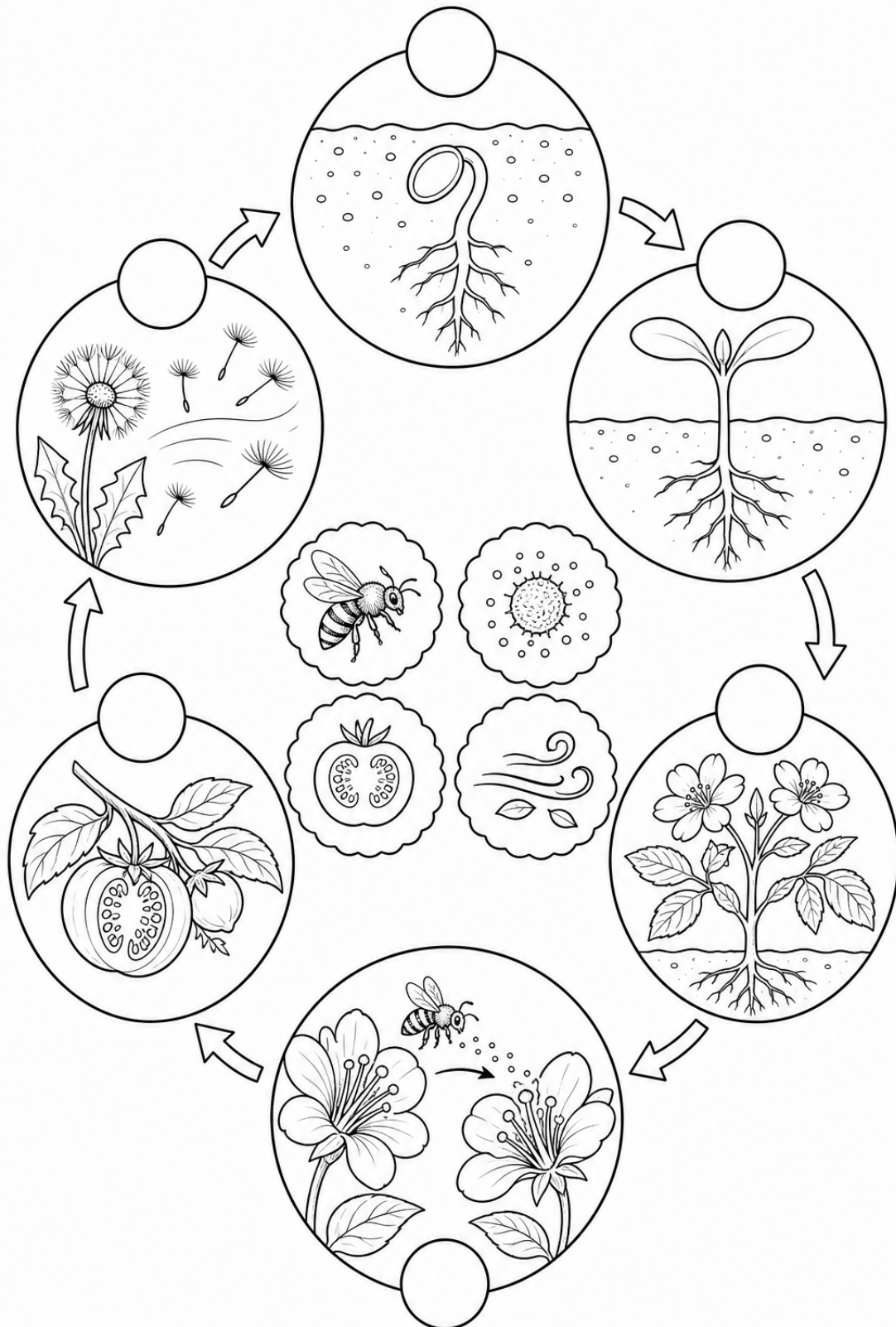


Flowering Plant Life-Cycle Evidence Trail

KS2 / Year 4 - Science

Number the six flowering-plant stages in order, then match bee, pollen, fruit and wind to the stage where each provides evidence.



Flowering Plant Life-Cycle Evidence Trail

KS2 / Year 4 - Science

Number the six flowering-plant stages in order, then match bee, pollen, fruit and wind to the stage where each provides evidence.

Parent & Teacher Guidance

Curriculum focus

Topic: Plant life cycles. Develop accurate observation, subject vocabulary and evidence-based explanation. Mapped scope: Lower-KS2 retrieval and working-scientifically application of Year 3 statutory plants content: flowers in the life cycle, pollination, seed formation and seed dispersal. Schools should align Year 4 use with local sequencing..

Before you begin

Review the picture together and ask the learner what they already notice about Plant life cycles. Read the activity aloud, explain unfamiliar vocabulary, and agree which details need special attention.

Solo activity

The learner can complete the colouring independently, then use the finished page to explain three details linked to Plant life cycles. Encourage accurate colour choices where they carry meaning, but allow creative choices elsewhere.

Group activity

Give pairs or small groups different areas to inspect. Ask them to agree on evidence before colouring, compare their findings, and present one curriculum fact to the class. Finish with a whole-group check against the guidance below.

Questions to guide discussion

What evidence can you see? Which feature is most important and why? How does one part connect to another? What new fact about Plant life cycles can you explain using the picture?

Answers and checking

One valid sequence: seed germination; seedling growth; mature flowering plant; pollination; seed and fruit formation after fertilisation; seed dispersal. Bee supports insect pollination; pollen is transferred during pollination; fruit contains or protects seeds; wind can disperse suitably adapted seeds. Some stages overlap and different species disperse seeds differently.

Learning record and next steps

- | | |
|--|---|
| ☐ Completed the colouring | ☐ Explained key vocabulary |
| ☐ Completed the activity | ☐ Used visible evidence |

Evidence noticed / vocabulary used

Next step:
