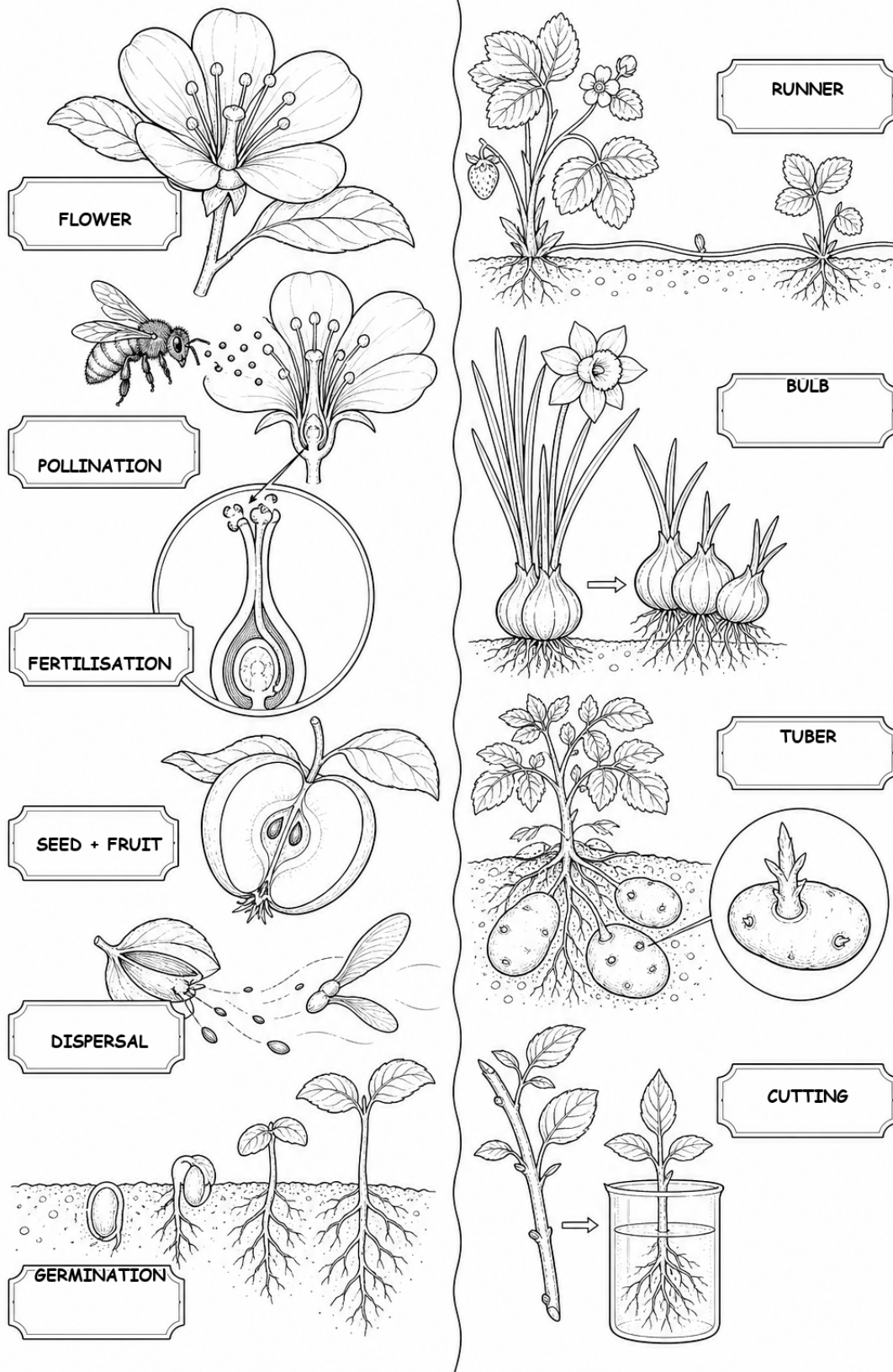


How Plants Reproduce: Seeds and Clones

KS2 / Year 5 - Science

Colour the plant reproduction study. Compare sexual reproduction through flowers and seeds with asexual reproduction by runners, bulbs, tubers and cuttings.



How Plants Reproduce: Seeds and Clones

KS2 / Year 5 - Science

Colour the plant reproduction study. Compare sexual reproduction through flowers and seeds with asexual reproduction by runners, bulbs, tubers and cuttings.

Parent & Teacher Guidance

Curriculum focus

Topic: Plant life cycles. Develop accurate observation, subject vocabulary and evidence-based explanation. Mapped scope: Year 5 Science living things and their habitats: describe the life process of reproduction in some plants and animals; non-statutory guidance includes seeds, cuttings, tubers and bulbs..

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

No fixed answer is required. Accept well-supported observations that match the curriculum focus and visible evidence.

Learning record and next steps

☐ Completed the colouring

☐ Explained key vocabulary

☐ Completed the activity

☐ Used visible evidence

Evidence noticed / vocabulary used

Next step:
