

Springtime Science with Bea the Bee

Learning objective: To identify and describe the life cycles of flowering plants and understand the role of pollination in springtime.

Bea the Bee is busy gathering nectar! Help her complete the life cycle of a flowering plant by sorting the events into the correct sequence. Write the numbers 1 to 6 in the boxes to show the order of a plant's life cycle, starting from the seed.

Word bank: Germination · Pollination · Seed dispersal · Flower formation · Growth · Fertilisation

1. 1. [] The seed is planted in soil and begins to sprout roots. (Germination) (1 mark)

2. 2. [] The plant grows leaves and a stem, reaching towards the sunlight. (1 mark)

3. 3. [] The plant produces a colourful flower to attract insects like Bea. (1 mark)

4. 4. [] Bea moves pollen from one flower to another. What is this process called? (2 marks)

5. 5. [] The flower petals fall off and seeds begin to develop inside the plant. (1 mark)

6. 6. [] Seeds are scattered by the wind or animals to start the cycle again. Why is this important for the plant's survival? (2 marks)

Draw: Draw a scientific diagram of a flowering plant in spring. Label the petals, the stem, the roots, and the leaves. Draw a small arrow showing where Bea the Bee might land to collect nectar.



Extension challenge: Research why some plants rely on the wind for seed dispersal instead of animals. Write a short paragraph explaining the difference between wind-dispersed seeds and animal-dispersed seeds.