

# Springtime Science: Life Cycle and Habitat Investigation

*Learning objective: To observe, record, and analyse the biological changes occurring in the local environment during the spring season, focusing on life cycles and environmental conditions.*

Join Bea the honeybee on an outdoor expedition! Use this field journal to record your scientific observations of spring. Look for signs of growth, changes in daylight, and the behaviour of local wildlife. Ensure your descriptions are precise and use your scientific vocabulary.

*Word bank: germination · pollination · lifecycle · environment · temperature · adaptation · deciduous · photosynthesis*

**1. Identify one plant or animal you observed. Describe its current life cycle stage and explain why this stage typically occurs during the spring season. (3 marks)**

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**2. Compare and contrast the environmental conditions of winter versus spring. How do these changes in temperature and daylight trigger growth in flora? (4 marks)**

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**3. Justify your answer: Why is the arrival of pollinators like Bea essential for the successful reproduction of flowering plants in your local habitat? (3 marks)**

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**4. Explain why many deciduous trees begin to grow new leaves during the spring months. What is the biological advantage of this timing? (3 marks)**

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**5. What might happen if the spring season arrived significantly earlier than usual due to changing climate patterns? Predict the impact on a specific local food chain. (4 marks)**

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**6. Design a brief experiment to measure the rate of plant growth in your garden or school grounds. List the variables you would need to control to ensure a fair test. (4 marks)**

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*Extension challenge: Write a persuasive paragraph from the perspective of a local plant or animal, explaining why spring is the most critical time for survival. Use at least four words from the word bank and include a detailed explanation of a specific adaptation that helps your chosen subject thrive.*