

# Life Cycles and Reproduction: The Natural World with Bea the Bee

*Learning objective: To understand the processes of sexual and asexual reproduction in plants and animals, and to recognize life cycles.*

Bea the Bee is busy gathering facts about how life begins! Help her complete the 'Life Cycle Sort' by matching the descriptions of reproductive processes to the correct category. Then, use your knowledge to answer the questions below.

*Word bank: Sexual reproduction · Asexual reproduction · Pollination · Fertilisation · Germination · Offspring · Bulbs · Runners*

**1. Bea observes a strawberry plant growing new plants from its stems, known as runners. Is this sexual or asexual reproduction? Explain your reasoning. (2 marks)**

---

---

**2. What is the main difference between sexual and asexual reproduction in terms of the parents involved? (2 marks)**

---

---

**3. In flowering plants, what must happen after pollination before a seed can be formed? (1 mark)**

---

**4. Give one example of an animal that reproduces sexually and one example of a plant that can reproduce asexually. (2 marks)**

---

**5. If a farmer wants to grow identical clones of a potato plant to ensure the same quality, should they use seeds or tubers (asexual)? Why? (2 marks)**

---

---

---

**Draw:** Draw a labelled diagram showing the life cycle of a flowering plant, starting from a seed, moving through germination, growth, pollination, and finally the production of new seeds.



*Extension challenge: Research how different animals, such as mammals and amphibians, differ in their reproductive strategies. Write a short paragraph explaining why some animals produce many offspring with little care, while others produce fewer offspring and provide extensive care.*