

Science and Technology – Stage 1 Unit 1 Lesson 5 – plant life cycle

Annotated Version

This lesson comes from Stage 1 Unit 1 Lesson 5, where students explore plant growth and the plant life cycle through observations, digital tools and scientific models. In the first 4 lessons in this unit, students explored and observed plant parts and data collection using digital tools. This lesson explores the plant life cycle.

Learner profiles

Evie P.

Start with the learner profile:

consider students' goals, strengths, needs, interests and support preferences.

Girl | Age 8 | Year 2

Autism (uses non-verbal communication) with Global Developmental Delay

Strengths:

- Strong visual memory
- Responds well to pictures and modelling
- Engages well with familiar routines

Evie communicates using a Proloquo AAC app and is currently working at **Early Stage 1** outcomes. She understands simple, familiar instructions supported by visuals, repetition and predictable routines.

Evie learns best through highly structured, hands-on experiences and may become overwhelmed by loud noise, unfamiliar people or unexpected changes. She works best in a calm, low-stimulation environment with consistent adult support.

Jin K.

Boy | Age 7 | Year 1

Autism

Strengths:

- Strong factual recall
- Deep interest in science and animals
- Motivated when learning

Jin uses spoken communication and enjoys interacting in structured one-to-one or small group settings. He is working at Stage 1 in some learning areas and benefits from clear, explicit instruction and predictable routines.

Jin can find flexible thinking, group collaboration and unexpected changes challenging, and may become anxious when expectations are unclear. He is highly motivated by science and nature-based topics.

Amani B.

Girl | Age 8 | Year 2

Intellectual disability – moderate

Strengths:

- Warm and eager to participate
- Learns well through hands-on experiences
- Responds positively to encouragement and praise

Amani is a friendly student who uses spoken communication and is working towards access content point levels. She experiences difficulties with reading, writing, memory and abstract thinking, and benefits from learning that is broken into small, concrete steps.

Amani learns best through hands-on activities, repetition and guided support to stay focused and complete tasks.

Multi-tiered approach

Create or adapt resources: summarise adjustments, then develop or modify resources to support student access, engagement and learning.

The table below illustrates how a multi-tiered approach can be introduced into a lesson. It shows when universal strategies, targeted differentiation and personalised adjustments can be introduced to ensure all students can access, participate and progress. Resources are introduced in the following phases but may be used throughout the lesson.

Phase	Universal strategies	Targeted differentiation	Personalised learning and support
Beginning the lesson	- Pre-teach key vocabulary (seed, root, stem, leaf, flower). - Adjustment resource 1 – visual lesson schedule. Also used in Core lesson and Concluding the lesson phases. - Adjustment resource 2 – visual word bank (3–4 keywords: seed, root, plant, flower). Also used in Core lesson phase.	Adjustment resource 3 – plant parts picture cards.	Amani - Adjustment resource 4 – first-then board. Also used in Core lesson and Concluding the lesson phases. Jin - Adjustment resource 5 – plant discussion sentence stem cards. Evie - Augmentative and Alternative Communication (AAC) device. Also used in Core lesson,

Phase	Universal strategies	Targeted differentiation	Personalised learning and support
			Concluding the lesson and Assessment phases.
Core lesson	- Ask one question or give one instruction at a time. Use gesture alongside verbal prompts. - Provide extra wait time before responses. Also used in Concluding the lesson phase. - Introduce prompting. Also used in Concluding the lesson phase. - Closed captions are enabled for video. - Use real objects. - Offer headphones.	- Establish a pause-point-name routine. - Adjustment resource 6 – step-by-step observation task board. - Adjustment resource 7 – life cycle picture cards. Also used in Concluding the lesson and Optional assessment phases. - Adjustment resource 11 – three-stage life cycle (adapted resource 14). Also used in Concluding the lesson phase. - Adjustment resource 13 – question support stem cards.	Evie - Adjustment resource 10 – simplified labelled plant diagram (leaves, flower, stem, root). Jin - Adjustment resource 8 – plant observation worked example. - Adjustment resource 9 – plant observation sentence starter cards. Also used in Concluding the lesson phase. - Adjustment resource 12 – colour-coded plant life cycle (adapted resource 14).

Phase	Universal strategies	Targeted differentiation	Personalised learning and support
Concluding the lesson	Use the adjustments and resources from the lesson.	Use the adjustments and resources from the lesson.	
Assessment	Evidence of learning using support adjustments and resources from the lesson.	Evidence of learning using support adjustments and resources from the lesson.	Jin Adjustment resource 14 – life cycle partially completed worked example.

Overview

Lesson duration: 60 minutes

In this lesson, students learn to identify a plant's life cycle and pose questions about it.

Prior learning:

- examine flowers, fruit, leaves, roots and stems of plants and describe their purpose
- recognise that data can be collected through observation, and that it can be represented as descriptions and images

Key vocabulary: seed, root, stem, leaf, flower, grow, germination, seedling, mature plant, flowering plant

Lesson preparation: if the optional assessment is to be used for this lesson, prepare sets of cards from [Resource 15 – plant life cycle match](#).

Review the lesson and plan adjustments:

identify lesson steps requiring differentiation and apply multi-tiered strategies, supports and resources to ensure student access and participation.

Beginning the lesson

Duration: 10 minutes

Identify syllabus outcomes and learning intention and success criteria (**LISC**) in the lesson.

The table below contains a suggested learning intention and success criteria.

Syllabus	Learning intention and success criteria
ST1-SCI-01, ST1-PQU-01, ST1-DAT-01 Investigations of changes provide knowledge and understanding Living things change over time • Recognise that data can be collected through observation, testing and research, and that it can be represented	Students are learning: • that plants change as they grow. Students can: • use a scientific model and data to describe the changes in a plant as it grows

as descriptions, diagrams, graphs, images and tables Describe the changes in a plant as it grows using data and scientific models	collect data through observation using images.
Syllabus (working at Early Stage 1)	Evie – personalised learning intentions and success criteria
STE-SCI-01, STE-PQU-01 curiosity help Use the syllabus to identify and create personalised LISC to reflect the student's functional level if required. extend - Examine flowers, fruit, leaves, roots and stems of plants and describe their purpose - Follow a series of steps to record, save and retrieve data	Students are learning: - that plants have different parts that change as they grow. Evie can: - identify (pointing, gesture, AAC) flowers, fruit, leaves, roots and stems on a plant model, image or real plant - use tools and supports (for example, magnifier, pictures, AAC, visual prompts) to make and share observations about plants - follow supported steps to record, save or retrieve plant observations using pictures, symbols, AAC or digital supports.
Syllabus (working towards Early Stage 1)	Amani – personalised learning intentions and success criteria
Working towards STE-SCI-01, STE-PQU-01 Observations and questions spark curiosity Access content points - Explore features of plants and animals - Identify parts of plants and animals	Students are learning: that plants have different parts that change as they grow. Amani can:

• Participate in multisensory observations of familiar environments • Engage with digital technologies	• explore and describe features of plants using supported discussions, prompts and observations • identify and name parts of plants (for example, flower, leaf, stem, root, fruit) with support • use digital technologies with support to explore and respond to plant learning.
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Explain the learning intention and refer to it throughout the lesson, making connections to prior learning. Unpack the success criteria and ensure students understand the learning goals.

The following steps **activate prior knowledge** of vocabulary to describe parts of a plant.

Universal strategies

- Display [Adjustment resource 1 – visual lesson schedule](#) and follow these steps:
 - a. focus on key vocabulary
 - b. watch a video
 - c. observe plant parts
 - d. reflect.

1. Display [Resource 1 – images of plants](#) used in Lesson 5 to activate prior knowledge of vocabulary about parts of a plant.

Implement explicit teaching and the multi-tiered approach: use modelling, guided practice, repetition and planned supports to maximise student access, engagement and success.

Universal strategies

Pre-teach key vocabulary (seed, root, stem, leaf, flower) using [Adjustment resource 2 – visual word bank](#).

Differentiated questions/prompts

- Tell me one part of a plant you can see.

Targeted differentiation

- Use [Adjustment resource 3 – plant parts picture cards](#) for matching activity. Teacher to say and/or show a plant part and student finds the matching picture and word. Accept pointing, matching or AAC responses.

Personalised learning and support

- **Amani** – show [Adjustment resource 4 – first-then board](#). Teacher says, 'First learn plant words. Then look at the plant.'
- **Jin** – provide [Adjustment resource 5 – plant discussion sentence stem cards](#) on desk. Teacher says, 'This is the ____.'

2. Identify those plant parts on the images in [Resource 1 – images of plants](#).
3. **Check for understanding** of each word by asking all students to say the name of each part of the plant as you point to it.

Universal strategies

- Ask one question at a time. Use **gesture** alongside verbal questions.
- Provide **extra wait time** before responses.

Monitor and adapt:

respond to student needs by adjusting teaching, learning activities and supports in real time.

Differentiated questions/prompts

- Can you show me the leaf on this plant?
- Show me a picture of a flower.

Targeted differentiation

- Allow student to respond verbally by pointing to [Adjustment resource 3 – plant parts picture cards](#).

Personalised learning and support

- **Evie – limit vocabulary** to 3–4 familiar words using AAC device and/or [Adjustment resource 3 – plant parts picture cards](#). Encourage Evie to physically select and hand over the correct card, allowing extra wait time for processing.
4. **Assess** students' readiness to move to the Core lesson or reteach vocabulary to describe parts of a plant.

Universal strategies

- Point to [Adjustment resource 1 – visual lesson schedule](#) and name the next step before transitioning.

Personalised learning and support

- **Amani** – update [Adjustment resource 4 – first-then board](#): 'First look at our plant. Then watch a video.'

Core lesson

Duration: 45 minutes

Note: it is a common misconception in young students that plants get their food from the soil, rather than producing food in the leaves.

Steps

Plant observations

1. Display the number of days since the seed growing activity started.
2. Students observe their plant growing kits and capture and store an image using a digital device. Remind students to name the image they store as 'Day x'.

Universal strategies

- Give one instruction at a time and wait for completion before giving the next instruction.

Prompt: you are looking for 3 things: height, colour and any new plant parts.

Prompt: What do you see? Has it changed?

Accept verbal responses.

Targeted differentiation

- Place [Adjustment resource 6 – step-by-step observation task board](#) which shows the following steps on student's desk:

Step 1. Observe plant

Step 2. Take photo

Step 3. Name image

Step 4. Save image.

Personalised learning and support

- **Evie** – use [Adjustment resource 7 – life cycle picture cards](#) to focus on key changes. Accept pointing or AAC to name the image.
- **Jin** – model the routine first using [Adjustment resource 8 – plant observation worked example](#).

3. Share and discuss any changes that students observe.

Personalised learning and support

- **Jin** – provide [Adjustment resource 9 – plant observation sentence starter cards](#) on desk to support him with the discussion.

4. Display an image of one student's plant and, if visible, identify the seed, root, stem and leaf.

Universal strategies

- Point to [Adjustment resource 1 – visual lesson schedule](#) and name the next step before transitioning.

Targeted differentiation

- Use [Adjustment resource 2 – visual word bank](#) (root, stem, leaf) alongside the displayed image. Ask one question at a time.

Personalised learning and support

- **Evie** – use [Adjustment resource 10 – simplified labelled plant diagram](#) (flower, stem, leaves) to support Evie’s observation. Accept pointing, matching or AAC.

Plant life cycle

1. **Explain** that to help observe slow changes, photographers use time-lapse photography to capture images at set intervals.
2. Remind students about time-lapse photography from Lesson 3. View and discuss the text and video from [Time-Lapse Photography \(2:31\)](#).

Universal strategies

- Point to [Adjustment resource 1 – visual lesson schedule](#) and state that the video will be 2 minutes and 31 seconds.
- Ensure **closed captions** are enabled. Support student sensory needs by adjusting the volume of the video and classroom lights.
- Offer headphones to students, including Evie, to support sensory needs.

Prompt: look for one thing you noticed.

Differentiated questions/prompts

- What did you see?
- Show me the flower/stem/leaf on this picture.

Targeted differentiation

- Establish a **pause-point-name routine** at each stage.

Personalised learning and support

- **Evie** – provide relevant vocabulary visuals to Evie’s AAC and pre-teach the term ‘time-lapse photography’ before watching the video.
- **Amani** – update [Adjustment resource 4 – first-then board](#): ‘First watch the video. Then share what we saw.’

3. View a time-lapse video of a seedling growing, such as the [I Grew Radish from Seed to Harvest \(3:25\)](#). Ask students to identify parts of the plant.

Universal strategies

- Ensure **closed captions** are enabled. Support student sensory needs by adjusting the volume of the video and classroom lights.
- If possible, watch the video at least twice, pausing after each stage of the life cycle.

Prompt: watch for the moment the seed changes.

Targeted differentiation

- Provide [Adjustment resource 11 – three-stage life cycle \(adapted resource 14\)](#) with single word labels (seed – seedling – flowering plant) to follow as student watches the video.

Personalised learning and support

- **Evie** – use [Adjustment resource 7 – life cycle picture cards](#) during the video. Accept pointing or AAC.
- **Jin** – provide personal copy of [Adjustment resource 12 – colour-coded plant life cycle \(adapted resource 14\)](#) to match stages as they appear.

4. Display [Resource 14 – plant life cycle](#).

5. Read the labels: seed, germination, seedling, mature plant and flowering plant.

Universal strategies

- Introduce **vocabulary** in **short chunks**.

Targeted differentiation

- Provide [Adjustment resource 11 – three-stage life cycle visual \(adapted resource 14\)](#) with single word labels (seed – seedling – flowering plant).
- Use [Adjustment resource 7 – life cycle picture cards](#) and simple definitions.

6. Check for understanding by pointing to each label for students to read aloud. Provide **feedback** or correction where necessary.

Targeted differentiation

- Focus on recognising and sequencing 3 key stages (seed, seedling, flowering plant) using [Adjustment resource 7 – life cycle picture cards](#).

Collect evidence of learning: gather evidence throughout the lesson using multiple methods.

7. **Explain** that plant growth is slow and gradual. It can be difficult to observe changes as they happen. The diagram on [Resource 14 – plant life cycle](#) is a scientific model of the main stages of the plant life cycle.
8. Identify and describe the main stages of plant growth:
 - a. Seeds have a protective coat. Inside is an embryo and the energy the plant needs to grow. An embryo is the part of the seed that holds the undeveloped leaves, stem and roots of a plant. The rest of the seed protects the embryo and stores reserves of food for the developing plant.
 - b. Germination is when the seed begins to grow. You can observe a short root and then the first leaf. To germinate, seeds need oxygen, water, sunlight and the right temperature.
 - c. A seedling is a young plant. It grows towards sunlight and makes its own food using sunlight, water and carbon dioxide from the air.

- d. A mature plant has roots, stems and leaves. Roots get nutrients from the soil. The stems carry nutrients and water to the leaves. The leaves use sunlight, water and carbon dioxide from the air to make food.
- e. A flowering plant is ready to reproduce. Plants rely on animals such as insects and birds to move pollen between plants. The plant can then make seeds.
- f. New seeds can start the life cycle again.

Universal strategies

- Break plant growth into one stage at a time. **Use concrete language** and **real objects**. Check understanding after each stage before moving to the next.

Targeted differentiation

- Hold up [Adjustment resource 7 – life cycle picture cards](#) at each stage.

Personalised learning and support

- **Jin** – provide personal copy of [Adjustment resource 12 – colour-coded plant life cycle \(adapted resource 14\)](#).

Note: some plants are non-flowering, like algae, ferns and mosses. They reproduce by forming and dispersing spores.

- 9. View a different time-lapse video of a seedling growing, such as [Growing Tomatoes From Seed \(5:17\)](#).
- 10. Pause the video at each stage of the plant cycle. **Check for understanding** by selecting students to share their knowledge and understanding of the plant life cycle including how plants produce fruit.

Universal strategies

- Point to [Adjustment resource 1 – visual lesson schedule](#) and name the next step before transitioning.

Targeted differentiation

- Pause at key stages. Use [Adjustment resource 7 – life cycle picture cards](#) to identify each stage.

Personalised learning and support

- **Evie** – identify stages with [Adjustment resource 7 – life cycle picture cards](#) or AAC.
- **Jin** – provide personal copy of [Adjustment resource 12 – colour-coded plant life cycle \(adapted resource 14\)](#).

11. Provide feedback on students' ability to share knowledge and understanding of the changes in a plant as it grows.

Note: as students work towards the outcome **ST1-PQU-01**, guide students to ask questions based on observations and information. Later units provide opportunities for students to pose questions to investigate cause and effect.

12. Students pose questions about the plant life cycle. If required, **model** questions such as:

- Do all plants have the same life cycle?
- What is the shortest/longest plant life cycle?
- Is a seed alive before it grows? How could you tell?
- How do seeds move from one place to another?
- What happens if there is too much or not enough water or sunlight?

Targeted differentiation

- Provide [Adjustment resource 13 – question support stem cards](#) on student's desk: 'What happens if ...?/ Why does ...?/ How do ...?'

Personalised learning and support

- Evie can pose questions using her AAC device.

13. Record student questions and ask students if they are able to answer any of the questions. Provide **feedback** on student responses, as required.
14. Record student questions for display and answering in later lessons.

Differentiation

The table below identifies some starting points for differentiation.

Additional scaffolding	Extending and challenging
Students cannot use a scientific model and data to describe the changes in a plant as it grows. Provide students with Resource 14 – plant life cycle. While viewing the video, Growing Tomatoes From Seed (5:17), support students to link each image in the resource to the relevant part of the video.	Students can use a scientific model and data to describe the changes in a plant as it grows. Provide students with a copy of Resource 14 – plant life cycle. Students describe the differences between the images on the resource and the content from the video Growing Tomatoes From Seed (5:17)

Assessment

What to look for

- Can students use a scientific model and data to describe the changes in a plant as it grows? **ST1-SCI-01, ST1-PQU-01, ST1-DAT-01**
- Can students collect data through observation using images? **ST1-SCI-01, ST1-PQU-01, ST1-DAT-01**

Universal strategies

- State explicit criteria: 'Name the stages and describe the changes in a plant as it grows.'
- Record evidence via photos, pointing, and individual pictures or cards for matching or sequencing.

Collate and analyse learning data: record evidence, evaluate student progress and identify next steps for learning.

Personalised learning and support

Evie

- Can Evie identify plant parts (for example, flower, fruit, leaves, roots, stem) using pointing, gesture or AAC when exploring models, images or real plants? **STE-SCI-01, STE-PQU-01**
- Can Evie use tools and supports to make observations about plants and respond to questions or share observations using picture match, AAC, gesture or other communication methods? **STE-SCI-01, STE-PQU-01**
- Can Evie follow supported steps to photograph, record, save and retrieve information about plants using digital technologies? **STE-SCI-01, STE-PQU-01**

Amani

- Can Amani explore features of plants and talk about what she notices during supported observations? **STE-SCI-01, STE-PQU-01**
- Can Amani identify and name plant parts (for example, flower, leaves, roots, stem, fruit) using prompts, models, images or real plants? **STE-SCI-01, STE-PQU-01**
- Can Amani participate in observations and use digital technologies with support to photograph, record, save or retrieve information about plants? **STE-SCI-01, STE-PQU-01**

Concluding the lesson

Duration: 5 minutes

1. Refer to the learning intention and success criteria to support students in clarifying their thinking and to make connections.
2. Display [Resource 14 – plant life cycle](#). **Connect** the resource with the seed growing activity. Students turn and talk to answer:
 - What stage in the plant life cycle is your seed up to?
 - What stage came before that?
 - What stage do you expect to come next?

- We did not use soil in our activity. Where is the plant getting its energy from? (The seed, and from energy made in the leaves from sunlight, water and carbon dioxide.)

Universal strategies

- Point to [Adjustment resource 1 – visual lesson schedule](#). Revisit success criteria together.
- Allow **extra wait time** before sharing.

Targeted differentiation

- Use [Adjustment resource 11 – three-stage life cycle \(adapted resource 14\)](#) (seed – seedling – plant).
- Using [Adjustment resource 7 – life cycle picture cards](#), student points to answer the following differentiated questions:

Is it still a seed?

Is it a seed or seedling?

Is it a flower?

Personalised learning and support

- **Jin** – provide [Adjustment resource 9 – plant observation sentence starter cards](#) on desk.
- **Evie** – support Evie to identify what stage her plant is up to through matching, pointing or AAC.
- **Amani** – close lesson with [Adjustment resource 4 – first-then board](#): ‘First we finished Science. Then [next activity].’

Collaborate with staff: share student progress, engagement and accessibility information to ensure consistent support.

Optional assessment

Provide students with a set of cards from [Resource 15 – plant life cycle match](#). Students sequence the images and labels. Photograph students' sequences.

This task provides evidence of student learning aligned to the success criteria. It assesses students' ability to use a scientific model and data to describe the changes in a plant as it grows.

Targeted differentiation

- Using [Adjustment resource 7 – life cycle picture cards](#), students sequence 3 stages (seed – seedling – flowering plant) with adult guidance. **Scribe** labels for students to place.

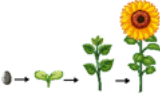
Personalised learning and support

- Jin** – provide [Adjustment resource 14 – life cycle partially completed worked example](#)

Reflect and refine future learning:

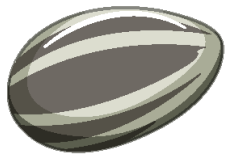
evaluate what worked well, identify next steps and adjust future learning experiences accordingly.

Adjustment resource 1 – visual lesson schedule

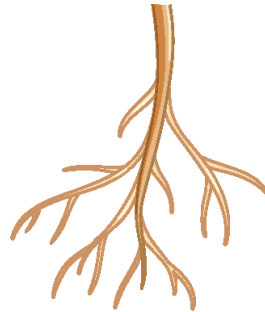
Lesson part		What we are doing	Done
1		Look at plants. What can you see on your plant?	☐
2		Take a photo. Photograph your plant. Name it Day ____.	☐
3		Watch a video. Watch a time-lapse of a plant growing.	☐
4		Life cycle Seed → Seedling → Plant → Flower	☐
5		Match the cards. Put the life cycle cards in the right order.	☐
6		All done! Pack up. Great work today!	☐

Adjustment resource 2 – visual word bank

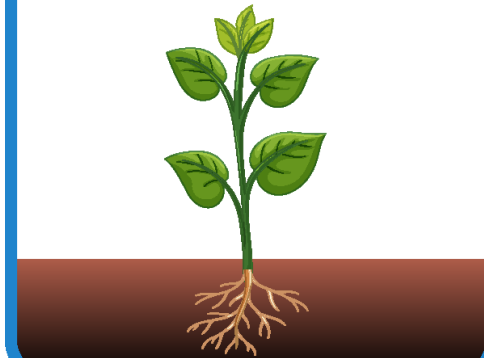
Seed



Root



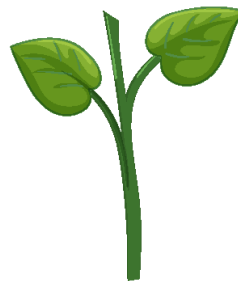
Plant



Flower



Stem



Leaf

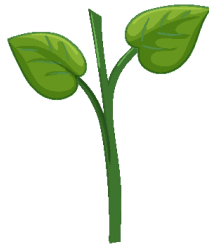


Adjustment resource 3 – plant parts picture cards

Seed



Stem



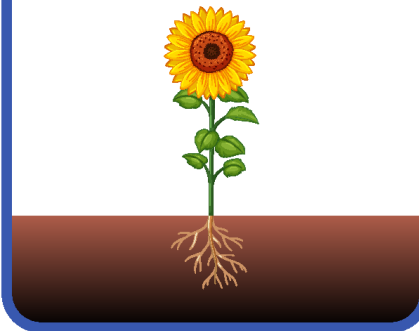
Leaf



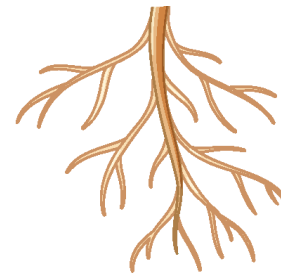
Flower



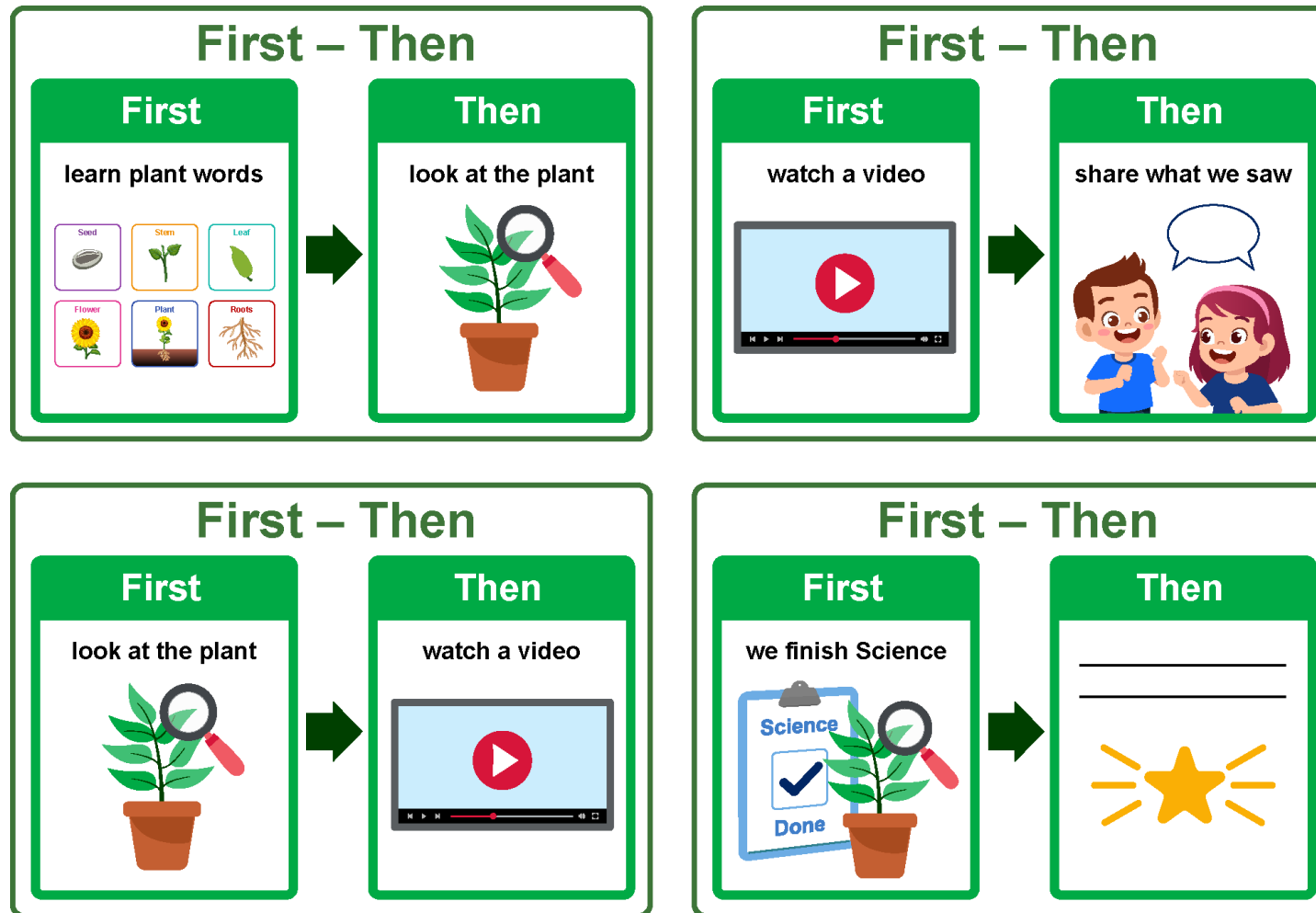
Plant



Roots



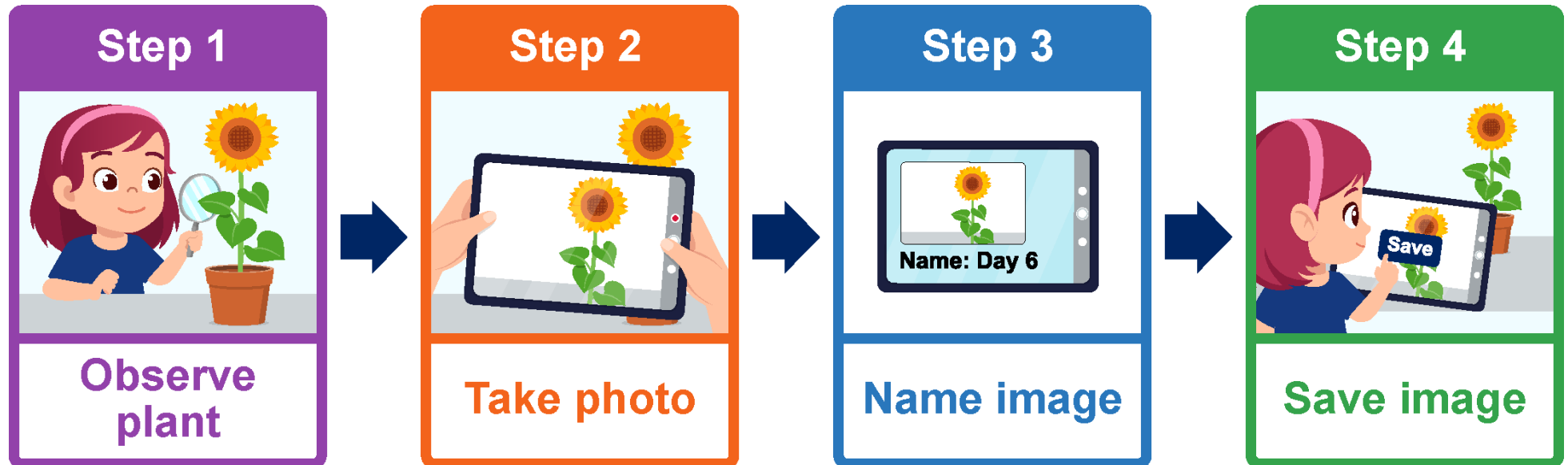
Adjustment resource 4 – first-then board



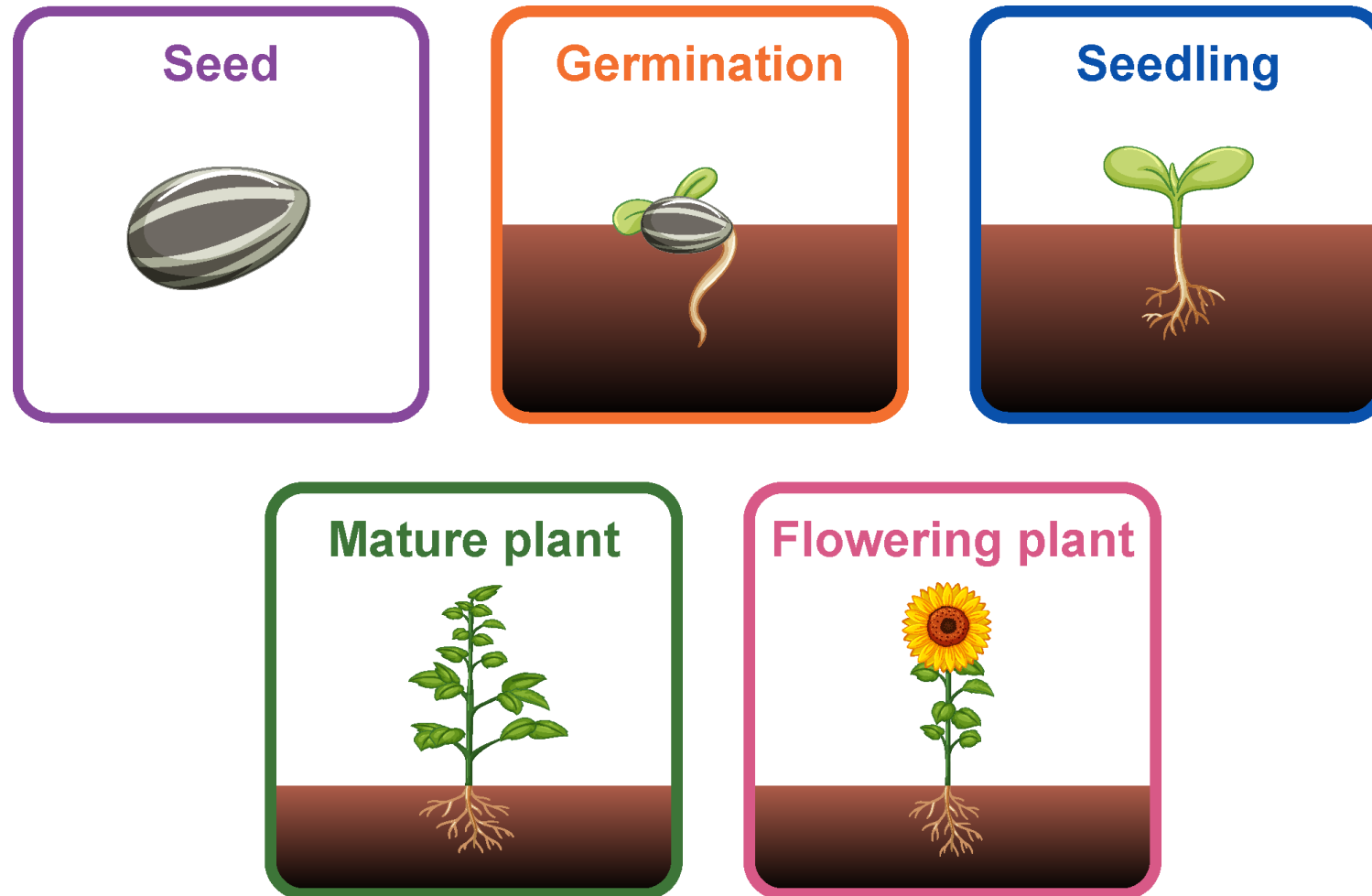
Adjustment resource 5 – plant discussion sentence stem cards

I see ... I see a ____. I can see ____. There is a ____.		It is a ... It is a ____. It looks like a ____. This part is a ____.	
It does ... It helps the plant ____. It is used for ____. It helps by ____.		It feels/looks ... It feels ____. It looks ____. It is ____ (colour/size).	
I think ... I think it is a ____. I think the plant needs it to ____. I think it is important because ____.		My partner said ... My partner said it is a ____. My partner thinks it helps the plant ____. We both think ____.	

Adjustment resource 6 – step-by-step observation task board



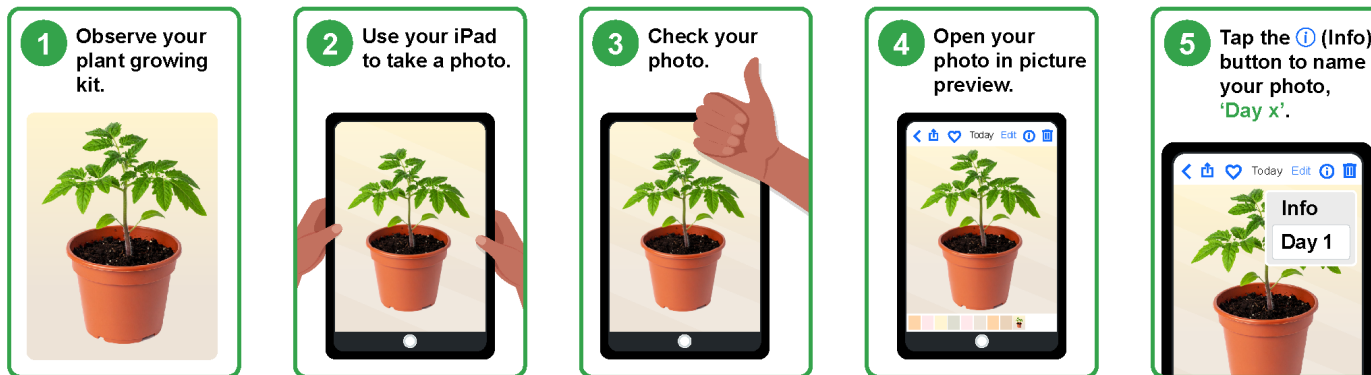
Adjustment resource 7 – life cycle picture cards



Adjustment resource 8 – plant observation worked example

Worked Example

Observe your plant growing kit and capture and store an image.
Name the image you store as 'Day x'.



My Example:

This is my plant growing kit.



I took a photo of my plant.



I checked my photo.



I opened my photo in picture preview.



I named my photo 'Day 1'.

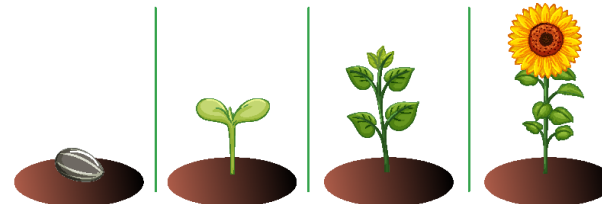


Adjustment resource 9 – plant observation sentence starter cards

1 What stage in the plant life cycle is your **seed** up to?

Sentence starters:

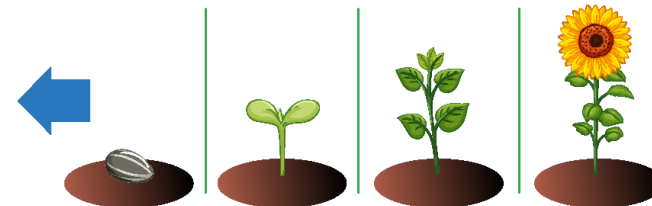
- My plant is at the _____ stage.
- I can see a _____.
- The plant looks like a _____.



2 What stage came **before** that?

Sentence starters:

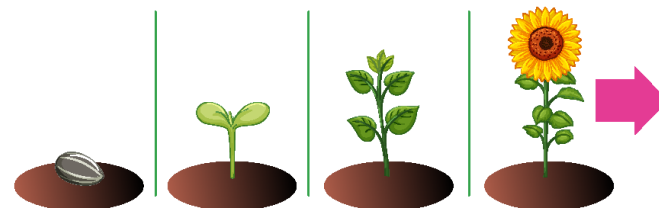
- Before that came the _____ stage.
- The plant was a _____ before.
- First, the plant was a _____.



3 What stage do you expect to come **next**?

Sentence starters:

- Next, I think the plant will _____.
- The next stage is the _____.
- I think a _____ will grow next.



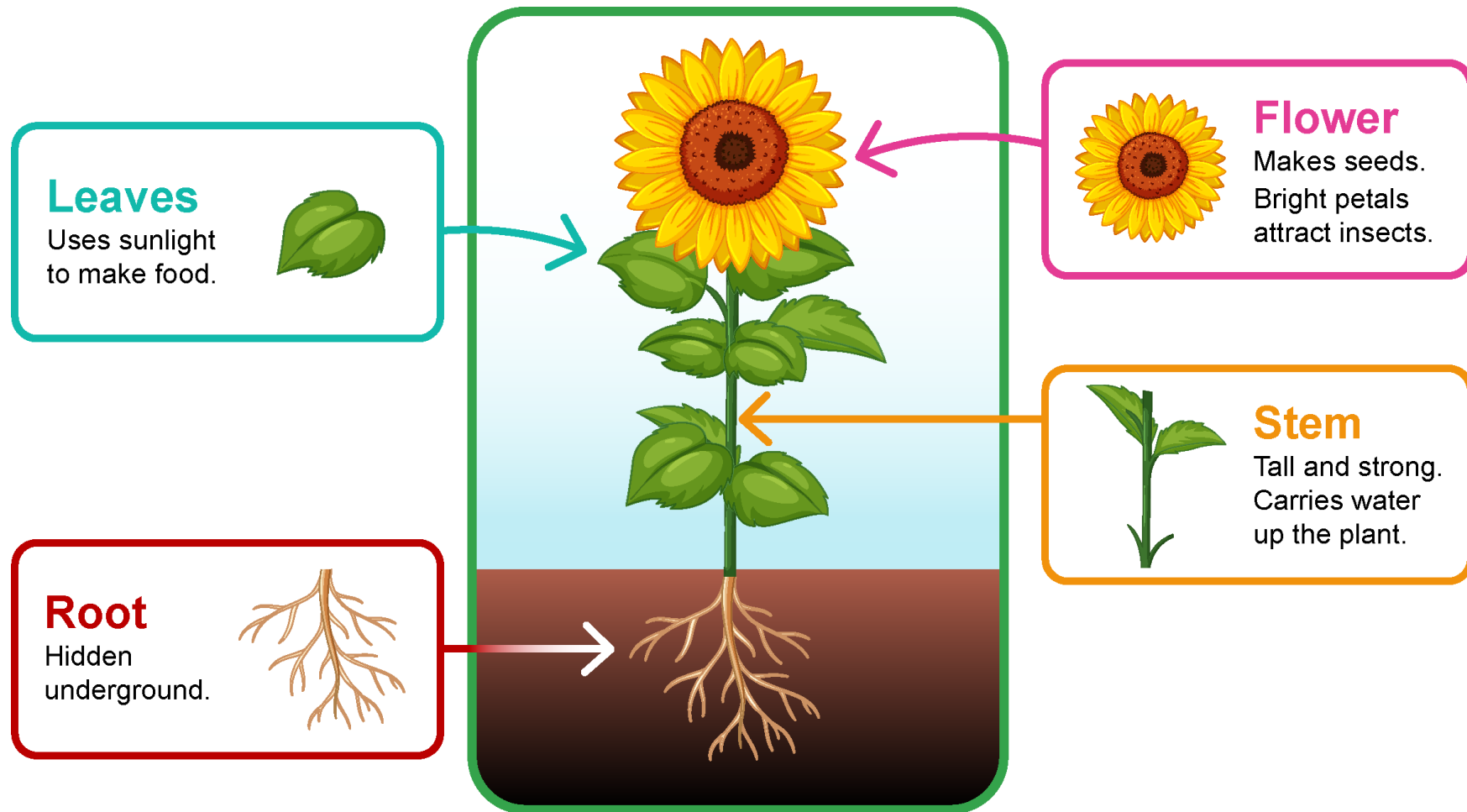
4 We did not use soil in our activity. Where is the plant getting its **energy** from?

Sentence starters:

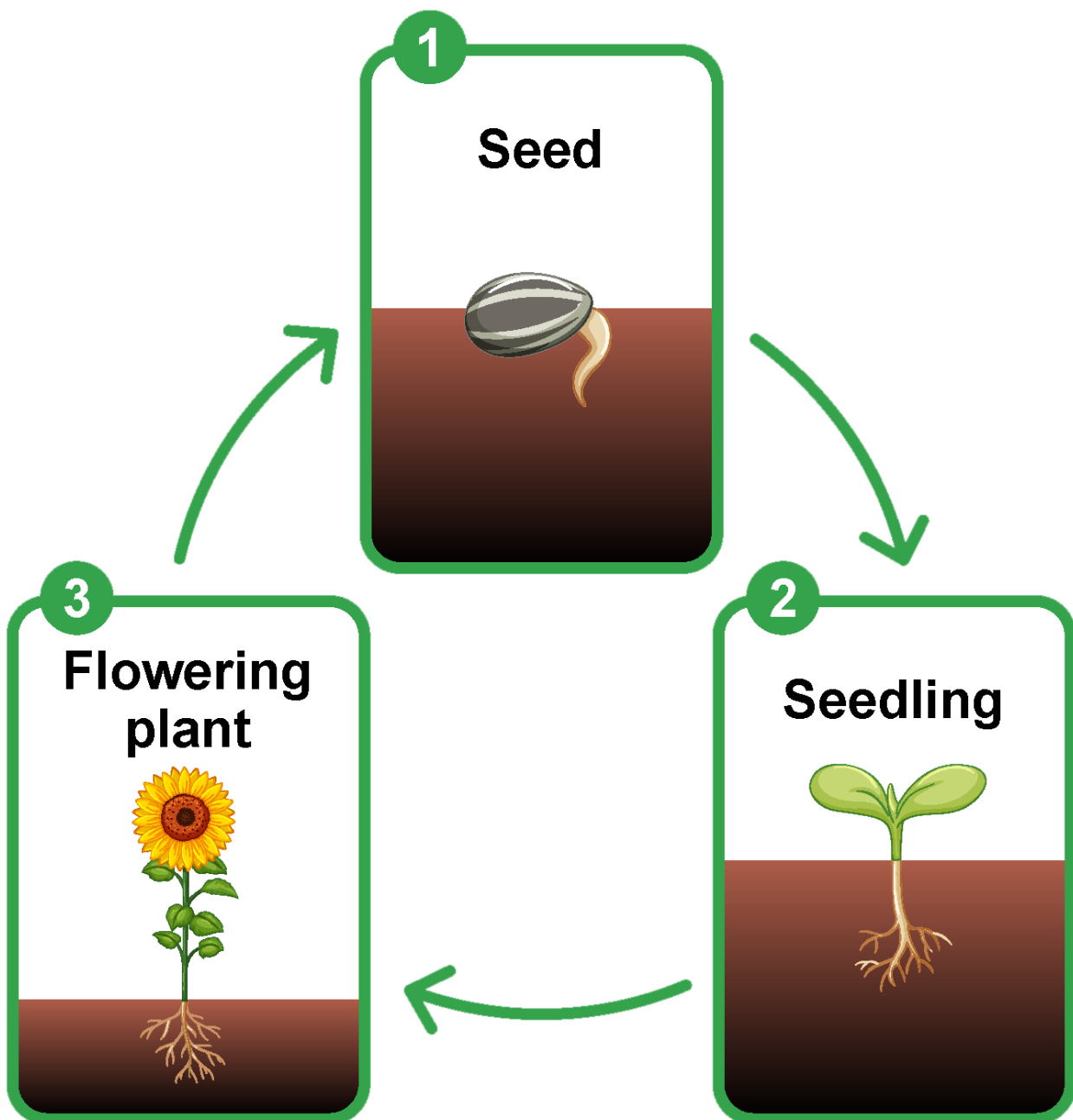
- The plant gets energy from the _____.
- Plants need _____ to grow.
- I think the plant is getting energy from _____.
- The plant uses _____ for energy.



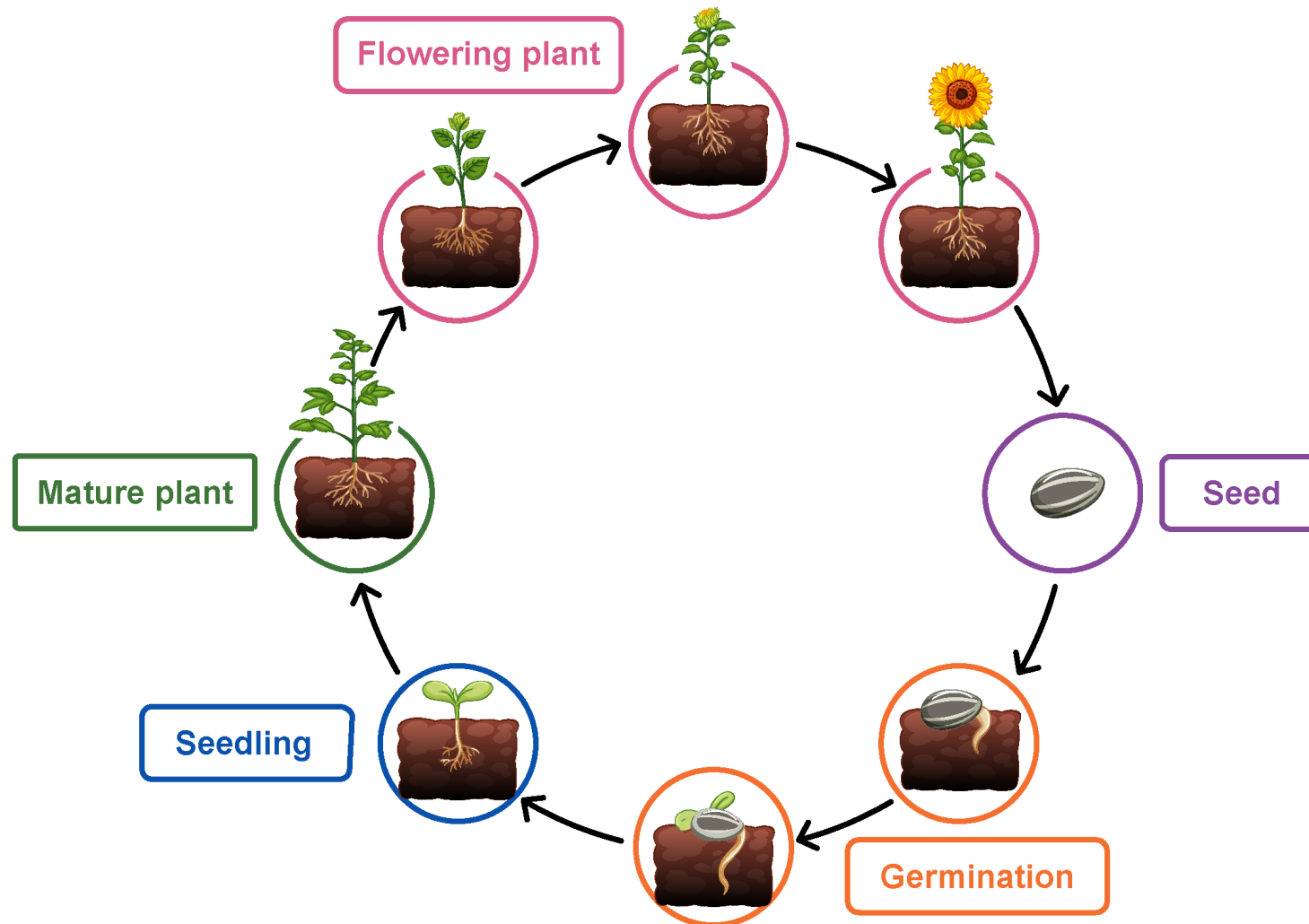
Adjustment resource 10 – simplified labelled plant diagram



Adjustment resource 11 – three-stage life cycle (adapted resource 14)



Adjustment resource 12 – colour-coded plant life cycle (adapted resource 14)



Adjustment resource 13 – question support stem cards



1. What does the plant need to survive and grow?



2. What happens after _____?



3. Why does the plant need to _____?

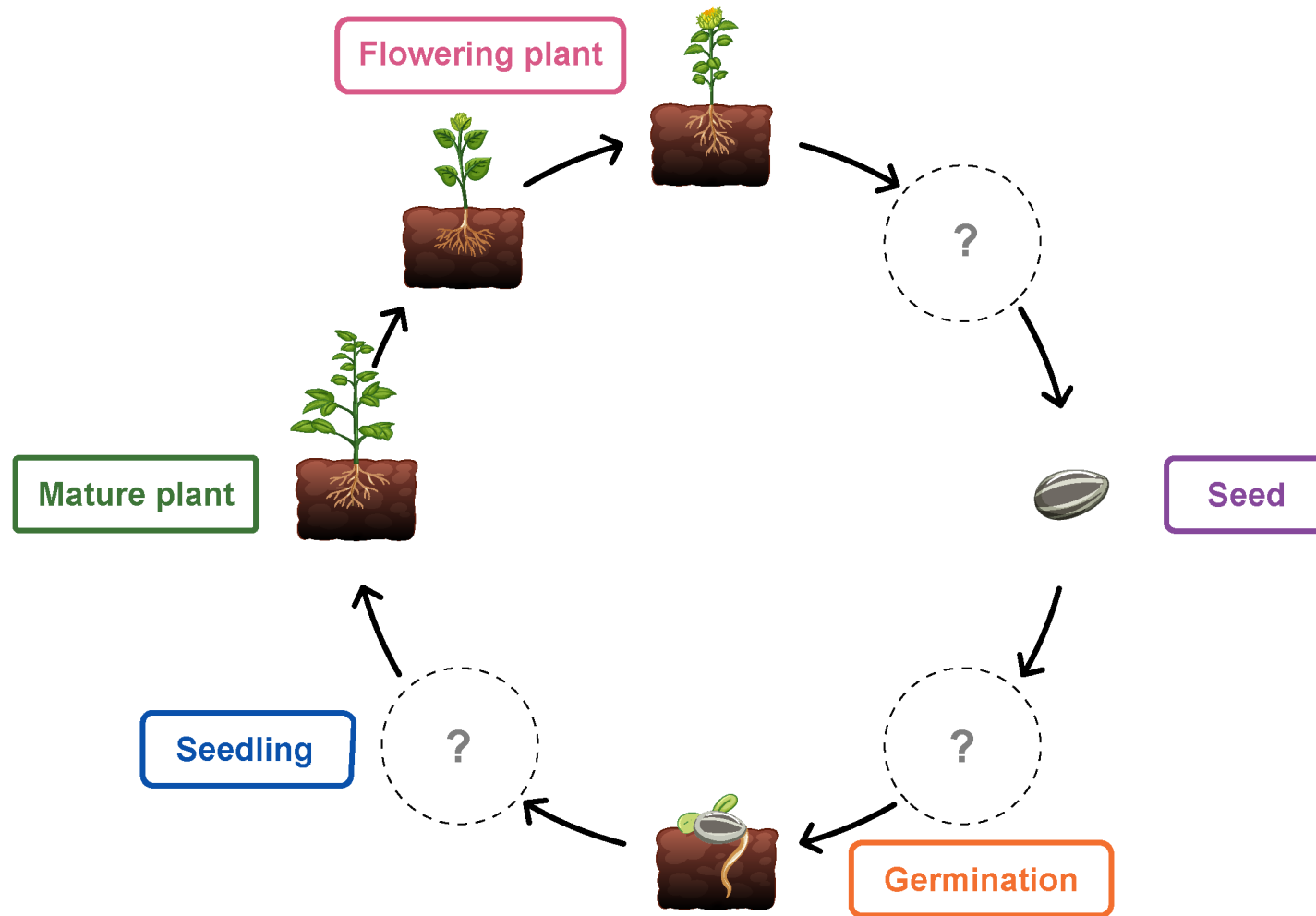


4. How does a _____ grow into a _____?



5. What comes before _____?

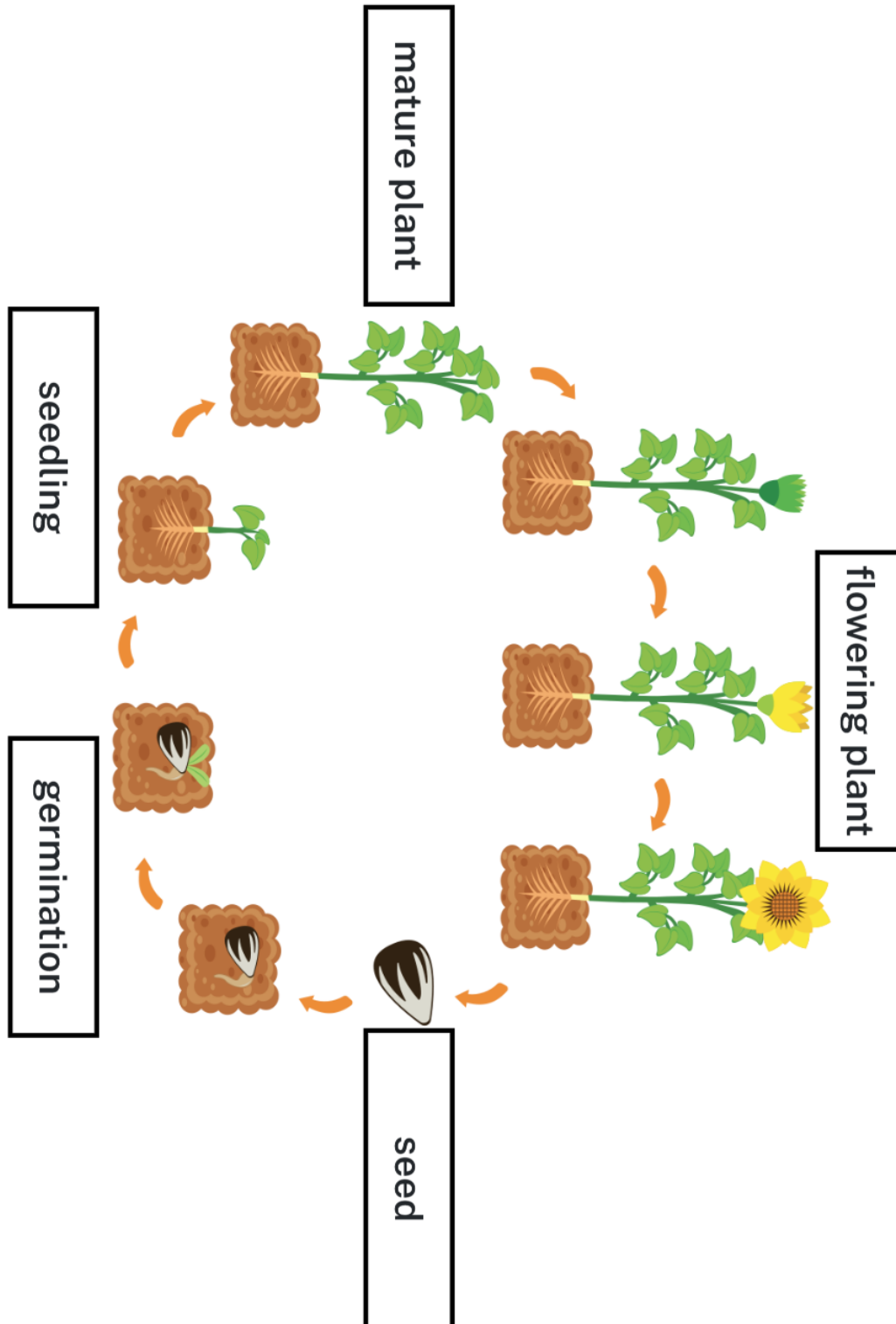
Adjustment resource 14 – life cycle partially completed worked example



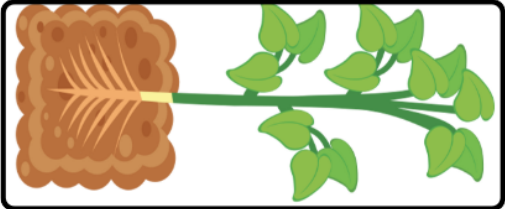
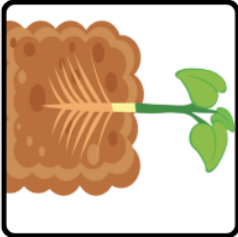
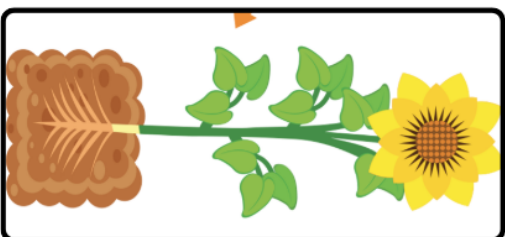
Resource 1 – images of plants



Resource 14 – plant life cycle



Resource 15 – plant life cycle match

germination	mature plant	seedling	seed	flowering plant
				
				
				
				

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