

## Reasoning Cards

1



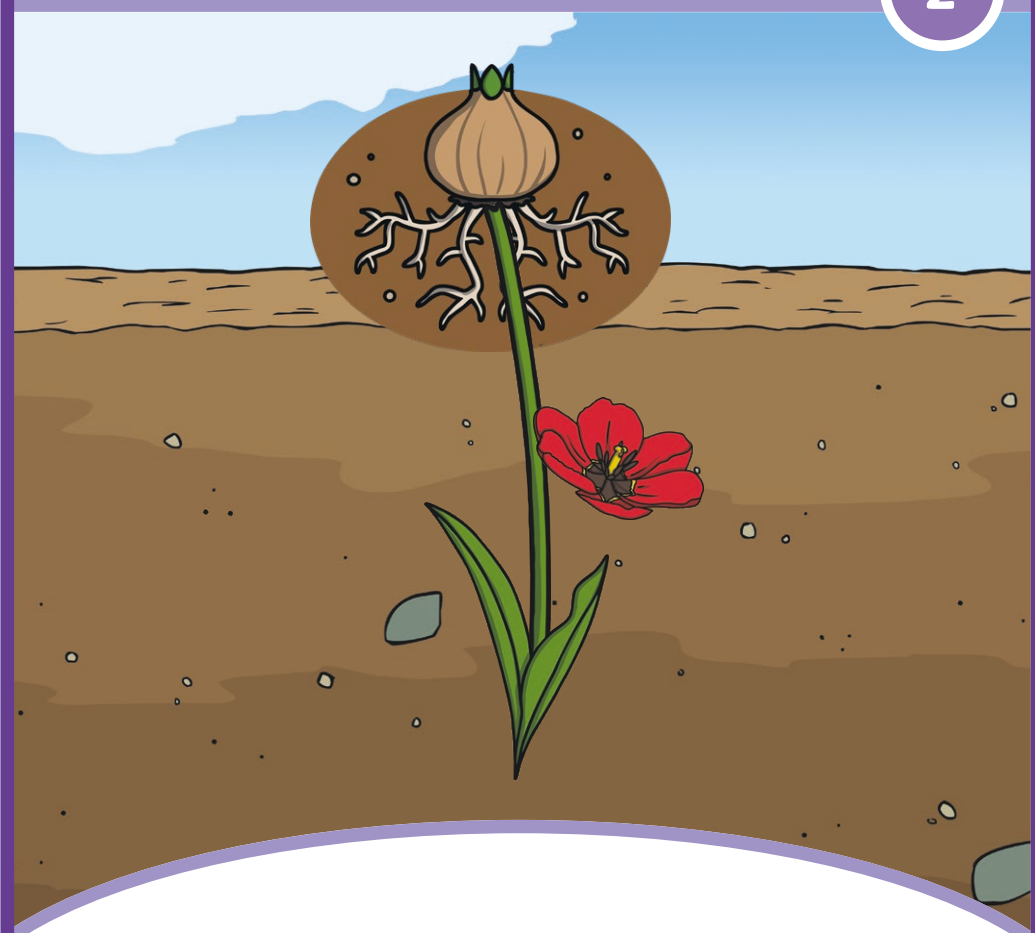
Can you find two ways that these plants are similar?

Can you find two ways that these plants are different?

Describe one of the plants to your friend. Can they guess which plant you are describing?

## Reasoning Cards

2



Can you explain how this diagram is wrong?

How would you change the diagram so that it is correct?

Name each part of the plant.

## Reasoning Cards

3



Can you name these plants? Have you seen any of them in real life before? Explain where.

Choose one plant and describe it to a friend, without telling them its name. Do they know which plant you are describing?

Are any of these plants **weeds**? How do you know?

## Reasoning Cards

4



Can you name these trees? Have you seen any of them in real life before? Explain where.

Can you sort the plants into **deciduous** and **evergreen** trees?

Choose one of the trees. Describe its leaves to a friend, without telling them its name. Do they know which tree you are describing?



## Reasoning Cards

5



Can you name these plants?

Do **vegetables** always come from the same part of a plant? Explain how you know.

How are **fruits** and **vegetables** similar? How are they different?

## Reasoning Cards

6



With a partner, discuss how these plants are similar and how they are different.

Can you think of a way to sort the plants? How would you sort them and why?

Find a different way to sort them. Explain why you would sort them this way.

## Reasoning Card ①

Can you find two ways that these plants are similar?

Answers will vary, but could include similarities such as both plants having a pink colour on their leaves. Both plants have leaves that look spiky.

Can you find two ways that these plants are different?

Answers will vary, but could include differences such as the leaves being shaped differently and having different colours. The plants are also different sizes.

Describe one of the plants to your friend. Can they guess which plant you are describing?

Children might describe the colour, shape, size of the plant to help their partner to guess which one it is.

## Reasoning Card ②

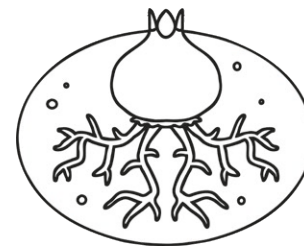
Can you explain how this diagram is wrong.

The diagram is wrong because the roots should be in the ground. The stem grows up from the roots and the leaves are on the stem. The flower is usually near the top of the stem.

How would you change the diagram so that it is correct?

Children may draw or explain how they would alter the diagram by moving the parts around.

Name each part of the plant.



bulb and roots



flower



stem



leaves

## Reasoning Card ③

Can you name these plants? Have you seen any of them in real life before? Explain where

**Rose, sweetpea, dandelions, clover. Children might describe having seen them in gardens, parks or around the school.**

Choose one plant and describe it to a friend, without telling them its name. Do they know which plant you are describing?

**Children might describe the colour of the flowers, size and shape of the plant, its leaves or petals, etc.**

Are any of these plants **weeds**? How do you know?

**Children should recognise that a weed is a plant that grows where people don't want it to. Dandelions and clover are common weeds.**

## Reasoning Card ④

Can you name these trees? Have you seen any of them in real life before? Explain where.

**Oak tree, holly tree, cedar tree, beech tree. Children might describe having seen them in gardens, parks or around the school.**

Can you sort the plants into **deciduous** and **evergreen** trees?

**Beech and oak are deciduous. Holly and cedar are evergreen.**

Choose one of the trees. Describe its leaves to a friend, without telling them its name. Do they know which tree you are describing?

**Children may use words such as 'spiky', 'sharp', 'smooth', 'round', etc.**

## Reasoning Card 5

Can you name these plants?

**Rhubarb, garlic, blackberries, pears (remind children that the fruit and vegetables are parts of the whole plant).**

Do **vegetables** always come from the same part of a plant? Explain how you know.

**Vegetables can be the roots, stem, leaves or flowers of a plant.**

How are **fruits** and **vegetables** similar? How are they different?

**Answers will vary. Children might explain that they both grow from plants and are often eaten. Fruits have seeds and grow from a flower, but vegetables do not.**

## Reasoning Card 6

With a partner, discuss how these plants are similar and how they are different.

**Answers will vary but could include:  
All of the plants have leaves. Some of the plants have flowers. Some flowers are yellow. Some of the plants are trees. The roses are big flowers. The buttercups are small flowers.**

Can you think of a way to sort the plants? How would you sort them and why?

**Possible groups (not exhaustive): trees, not trees, flowers, not flowers, yellow flowers, garden plants, wild plants.**

Find a different way to sort them. Explain why you would sort them this way.

**Answers will vary. Children should explain their reasons based on the features of the plants.**