

# Plants KS1

## Session Overview and Learning Objectives

### Session Summary

- This session is suitable for one class at a time of up to 30 pupils
- It will last up to 60 minutes
- Required ratio – 1 adult:6 pupils

#### All equipment is provided

This session offers an opportunity to investigate the life cycles of plants and the role of pollinators and learn about the function of different parts of the plant through games and activities. Pupils will look at the variety and diversity of flowering plants in the marsh habitat.

### Session Outline

Time	Location	Activity
5 minutes	Visitor Centre	Collect equipment, walk to First Marsh
5 minutes	First Marsh	Plant life cycle role play
15 minutes	First Marsh	Seed game: recapping what seeds need to grow
15 minutes	First Marsh	Flower spotting: looking for different colours and shapes and recording in a simple tally chart
15 minutes	Visitor Centre	Interview a plant
5 minutes	Centre	Return to centre to wash hands

### Learning Objectives

All will be able to identify what seeds need to grow

All will be able to identify and name the different parts of the plant: flower, stem, leaves and roots

Some will be able to work out the function of different parts of the plant

A few will make links between the facts learned in the game and their own observations of plants

### Curriculum Extracts

The following bullet points are extracted from the national curriculum

## **KS1**

### **Working scientifically**

Pupils should be taught to use the following practical scientific methods, processes and skills:

- Observing closely, using simple equipment
- Identifying and classifying

### **Plants**

Pupils should be taught to:

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees

### **Living things and their habitats**

Pupils should be taught to:

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including microhabitats