

Name of session		Great Green Plant Adventure	
		Level: Key stage 1	Length of session: 2 hours
Curriculum Links			
Year 1 and 2 Working scientifically			
Pupils should be taught to:			
<ul style="list-style-type: none"> identifying and classifying using their observation and ideas to suggest answers and questions gathering and recording data to help in answering questions 			
Year 1 Plants			
Pupils should be taught to:			
<ul style="list-style-type: none"> 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 			
Year 2 Living things and their habitats			
Pupils should be taught to:			
<ul style="list-style-type: none"> identify and name a variety of plants ... in their habitats 			
Year 2 Plants			
Pupils should be taught to:			
<ul style="list-style-type: none"> observe and describe how seeds grow into mature plants find out and describe how plants need a water, light and suitable temperature to grow and stay healthy 			
Previous knowledge expected from students		Key concepts/key words	
Name some plants, that a plant is a living thing.		Plant, roots, stem, leaves, bud, flower, pollination, bee, butterfly, pollen, seed, water, air, soil, sunlight, habitat, exploring, collecting, diversity,	
Learning objectives			
<p>To be able to make observations and recordings about the plants.</p> <p>To learn about the life cycle of a flowering plant.</p> <p>To learn what seeds and plants need to grow.</p> <p>To learn that parts of a flowering plant: roots, stem, leaves, bud and flower.</p> <p>To be able to identify and name a variety of plants and trees</p> <p>To experience a variety of plants and trees in their habitat.</p>			
Outcomes			
<p>All pupils will observe and make collections of plants from a variety of different habitats.</p> <p>All pupils will have experienced 'being a seed' and most/all will be able to recollect collecting water, soil, air and sunshine and understand that they need all 4 to be able to grow. Most/all pupils will be able to recollect the parts of the plant, roots, stem, leaves, bud and flower.</p> <p>All/Some pupils will understand that the life cycle of a flowering plant starts with a seed and will be able to put the life cycle in the correct order.</p>			
Starter			
Can anyone see a plant or tell me the name of a plant? Talk about trees being oldest <u>living thing</u> .			
Introduction			
Timings	Student Activity		
15 mins	<p>Did you eat a plant for breakfast?</p> <p>Game: All stand up. Sit down if eaten a plant or part of a plant for breakfast/lunch (depending on time of day)?</p>		

	Ask children standing what they had one by one and get them to sit down if it was a plant. At end, usually all sitting, can we survive without plants?
Main Activities	
15mins	Read 'Mouse Finds a Seed' – getting children to predict if the seed will grow after each page. Introduce seed tig, trying to remember what seeds need to grow from the story (water, soil, air and sunshine)
20mins	Play seed tig: Children are seeds and start off in the seed bed. They need to collect one token of each thing they need to grow. They return to the seed bed when they are ready to grow. Play again with most of water tokens missing. And with teacher/volunteer as bird. Some end up in 'dead seed pile'. Growing game (musical plant statues): After playing seed tig, they can grow. 'Roots' (feet) wriggle into ground, 'Shoot' (hands together) pop out of ground, 'Stem' (body) grows tall and strong, 'Leaves' (arms) spread out towards the sunshine, 'bud' (face) grows big and fat and round 'flower' (smiling face) turns into a beautiful flower. Then the bee (leader) comes and buzzes your flower to help you make seeds (when leader buzzes head, turn back into a seed).
20mins	Plant life cycle: On the large board, get children help put together the plant life cycle using Velcro plant parts etc. Ending with introducing that flowers are pollinated by bees to turn into seeds and start the life cycle all over again.
10mins	Plant growth relay: in four teams, use the plant life cycle game cards to play the game as a relay race. First team with their cards in the correct order are the winners. If time or Yr3 variation: Can u fix it? First talk about the different parts of the plant. Then divide group into 4 teams, and give them the bags of parts each. First team to fix it wins. Get each team to explain why they out the lorry where they did.
40mins	Plant Explorers (Habitat walk). Talk about explorers (they used to travel far and wide by boat to collect and draw plants). Walk to habitats and collect samples on plant island worksheet. Look at and describe the different plants found. Classify plants we found according to physical features. e.g. trees, grass, vegetables etc (yr2 only).
Plenary	
Look at plant island sheets, see the large variety of plants at Sutton Ecology centre – if yr 2 or able enough, mention habitats.	
Extension work	
Play seed germination game – not all seeds will grow into plants.	
Pre-course preparation work	
Discussion to establish prior knowledge and what the children would like to find out. Discuss characteristics of living things. Walk around school site identifying plants and flowers and recording them on a tally chart.	

Further Work (post course)

Recall favourite, least favourite parts of the trip, write formal thank you letters, grow seeds at school, cut up different fruit and vegetable to find their seeds, match seeds to their plants, write a list of all the things at school/ home that are made from plants.

Alternatives (field sites and wet weather)

This session is not translatable inside, and therefore will go ahead in wet weather. The introduction and plenary can be done inside if the weather is wet or too cold/windy. The session will be cancelled only due to severe weather warning such as flooding, high winds and stormy weather.

Opportunities for evaluation

Teacher evaluation: Photograph pupils in action for evidence, observation throughout the session, assess understanding post session through activities and questioning. By providing appropriate level of adult/child ration to ensure pupils are kept 'on task'.

Leader evaluation: The session leader will assess progress throughout the day by open ended questioning and plenary session. Through observation, the session leader will ensure that all pupils are engaged in learning and complete the tasks required.

Resources

Seed tig, mouse finds a seed book, large tarpaulin, plant island sheets, clipboards, pencils, seedlife cycle story board, life cycle relay game cards.

Key H&S

Dress and prepare for the outdoors. Long trousers due to tall grass, brambles and nettles. Sensible footwear in all weather conditions. Waterproofs in wet weather. Sunhats, suntan lotion and water bottles in hot sunny weather. All pupils and teachers should wash their hands prior to leaving the site or eating. Teachers should arrange a pre-visit to discuss specific health & safety requirements to generate their own risk assessments.
Course leaders: Site check and dangerous litter pick.