

Trees and Plants KS2

Session Overview and Learning Objectives

Session Summary

- This session is suitable for one class of up to 30 children
- It lasts 50 minutes
- Recommended ratio – 4 adults:30 children

This session offers an opportunity to investigate the life cycles of plants and learn about the function of different parts of the plant through games and activities. Children can use keys to identify 4 different trees as well as create their own identification guide as they learn each of the trees, and depending on the time of year, think about the different ways flowers are pollinated and seeds are dispersed.

We can provide the relevant equipment for each activity.

This session follows a circular route through the woods, following posts marked with a coloured bands.

We strongly recommend dividing your group into two, with one half of the class following the trail in a clockwise direction and the other half anticlockwise.

Remember to ensure the right walk group leader has the medication for the children in their group.

Session Outline

These are our suggested activities for the 50-minute session travelling either clockwise or anticlockwise.

	Travelling clockwise	
Time	Location	Activity
5 mins	Centre	Introduction
5 mins	P1	Holly
5 mins	P2	Hazel
5 mins	P3	Beech
5 mins	P4	Scots pine
15 mins	P5	Recipe for Soil
10 mins	P6	Plenary

	Travelling anticlockwise	
Time	Location	Activity
5 mins	Centre	Introduction
15 mins	P5	Recipe for Soil
5 mins	P4	Scots pine
5 mins	P3	Beech
5 mins	P2	Hazel
5 mins	P1	Holly
10 mins	P6	Plenary

Learning Objectives

Learning Objectives	Expected Learning Outcomes
<p>Tree Identification</p> <ul style="list-style-type: none"> ● Explore woodland habitat ● Look closely at trees and compare and contrast types ● Gather natural materials and make an identification guide of their own ● Spot different plants along the trail and think about how their flowers might be pollinated / seeds dispersed (depending upon the time of year) ● Consider each plant's adaptations to different habitats along the route 	<ul style="list-style-type: none"> ● All should be able to identify at least one deciduous tree and one evergreen tree ● All will be able to explain how evergreen and deciduous trees are different ● Some will be able to apply learning from their sticky strip of leaves to identify up to 6 different trees after studying them ● A few will use their knowledge gained to recognise trees using the less obvious clues, such as twigs and bark ● A few will be able to understand plants have adaptations to help them thrive in their preferred habitat
<p>Recipe for Soil</p> <ul style="list-style-type: none"> ● Working together in pairs to gather natural materials ● Using their hands to explore the natural environment ● Investigating soil to discover what it is made of ● Understanding how important soil is for a healthy ecosystem 	<ul style="list-style-type: none"> ● All will understand the basic composition of soil ● Some will understand that slow natural processes form soil ● A few will recognise the importance of soil for plants and the need to protect it from erosion
<p>Plenary Game</p> <ul style="list-style-type: none"> ● Reflect on the activity and what they did ● Share learning with the class ● Solidify memories of each tree and the facts they learnt by recapping them 	<ul style="list-style-type: none"> ● All will know the terms evergreen and deciduous ● some will be able to recognise and name at least one tree species ● A few will be able to identify a range of native trees using a variety of clues

Curriculum Extracts

The following bullet points are extracted from the national curriculum.

LKS2 Science

Plants

Pupils should be taught to:

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Living things and their habitats

Pupils should be taught to:

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things

UKS2 Science

Living things and their habitats

Pupils should be taught to:

- describe the life process of reproduction in some plants and animals
- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics