

# Trees and Plants KS1

## Session Overview and Learning Objectives

### Session Summary

- This session is suitable for one class of 30 children, split into 2 equal walking groups
- 50 minutes
- Recommended adult:child ratio is 4:30

This session offers an opportunity to investigate the life cycles of plants and to learn about the function of different parts of the plant through games and activities. Children will learn how to identify 4 different trees whilst creating their own identification key for each tree. Depending on the time of year, they will look at different ways plants are pollinated and how seeds are dispersed.

The session follows a circular route through the woods and all relevant equipment for each activity will be provided.

Each class of 30 needs to be split into **two equal walking groups** that will be led by a SWT volunteer. Please ensure that you provide the recommended adult:child ratio for each group.

*Remember to ensure that each group adult has any medication for the children in their group.*

## Session Outline

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

Time	Travelling clockwise	
	Location	Activity
15 mins	Games area	Yummy Leaves
7 mins	Woodland	Deciduous trees and seasonal changes
15 mins	Woodland	Build a Plant
7 mins	Woodland	Evergreen trees
5 mins	Centre	Plenary

Time	Travelling anticlockwise	
	Location	Activity
15 mins	Games area	Yummy Leaves
7 mins	Woodland	Evergreen trees
15 mins	Woodland	Build a Plant
7 mins	Woodland	Deciduous trees and seasonal changes
5 mins	Centre	Plenary

## Learning Objectives

Learning Objectives	Expected Learning Outcomes
<b>Yummy Leaves Game</b> <ul style="list-style-type: none"> <li>To reinforce learning about what a plant needs to grow</li> <li>To learn about food chains</li> </ul>	<ul style="list-style-type: none"> <li><b>All</b> will be able to play the game and identify the requirements for plants to grow</li> <li><b>Some</b> will be able to apply their learning to explain what may happen if a plant doesn't get what it needs for growth</li> <li><b>A few</b> will be able to consider knock-on effects from predators</li> </ul>
<b>Tree Identification</b> <ul style="list-style-type: none"> <li>Explore woodland habitat</li> <li>Look closely at trees and compare and contrast species</li> <li>Gather natural materials and make own identification key</li> </ul>	<ul style="list-style-type: none"> <li><b>All</b> should be able to identify at least one deciduous tree and one evergreen tree</li> <li><b>Some</b> will be able to recall all the different trees after learning about them</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>A few</b> will use their knowledge gained to recognise trees using the less obvious clues, such as twigs and bark</li> </ul>
<p><b>Build a Plant Game</b></p> <ul style="list-style-type: none"> <li>● Working together in small groups to create plants, using roots, stems, leaves and flowers</li> <li>● Using labels, correctly name the different parts (and functions) of the plant</li> <li>● Link the different parts of the plant with those seen around the woodland</li> </ul>	<ul style="list-style-type: none"> <li>● <b>All</b> will be able to identify and name the different parts of the plant: flower, stem, leaves and roots</li> <li>● <b>Some</b> will be able to name the functions of different parts of the plant</li> <li>● <b>A few</b> will make links between the facts learned in the game and their own observations of plants</li> </ul>
<p><b>Plenary Activity</b></p> <ul style="list-style-type: none"> <li>● Reflect on the different activities that they have experienced</li> <li>● Share some of the key facts and knowledge that they have learnt</li> <li>● Solidify memories of the experience by recapping them</li> </ul>	<ul style="list-style-type: none"> <li>● <b>All</b> will know the terms evergreen and deciduous</li> <li>● <b>Some</b> will be able to recognise and name at least 2 different tree species</li> <li>● <b>A few</b> will be able to identify a range of native trees using a variety of clues</li> </ul>

## Curriculum Extracts

The following bullet points are extracted from the national curriculum.

### KS1 Science

#### Y1 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

#### Y2 Plants

Pupils should be taught to:

- observe and describe how seeds and bulbs grow into mature plants

- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

### **Y1 Seasonal Changes**

Pupils should be taught to:

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies

### **Y2 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
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food