

Trees and Plants KS2

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 explore the requirements of plants for life and growth, to describe the function of different parts of the plant and to understand that environments can change all through games and activities. Children will learn how to identify 6 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.

Travelling clockwise		
Time	Location	Activity
20 mins	Games area	Germination [and seed dispersal] or Pollination Game
15 mins	Woodland	Deciduous trees
10 mins	Woodland	Evergreen trees
5 mins	Centre	Plenary

Travelling anticlockwise		
Time	Location	Activity
20 mins	Games area	Germination [and seed dispersal] or Pollination Game
10 mins	Woodland	Evergreen trees
15 mins	Woodland	Deciduous trees
5 mins	Centre	Plenary

Learning Objectives

Learning Objectives	Expected Learning Outcomes
<p>Germination Game (Y3-4)</p> <ul style="list-style-type: none"> To reinforce learning about what a seed requires to germinate and grow To learn about potential problems growing plants may encounter 	<ul style="list-style-type: none"> All will be able to identify the requirements for seeds to germinate and grow Some will be able to apply their learning to explain what may happen if a seedling doesn't get a certain requirement for growth A few will be able to consider knock-on effects on other animals, including humans
<p>Seed Dispersal (Y3-4)</p> <ul style="list-style-type: none"> To understand the role of animals in the dispersal of seeds 	<ul style="list-style-type: none"> All will understand that seeds are dispersed by different animals Some will make the connection that buried or lost seeds will become new plants A few will understand the role that animals have in the life cycle of plants
<p>Pollination Game (Y5-6)</p> <ul style="list-style-type: none"> To understand the role of pollinators in the life cycle of a flowering plant 	<ul style="list-style-type: none"> All will understand the role of flowers in the plant life cycle Some will understand the role of pollinators in the pollination process A few will be able to name the parts of the flower and their role in the pollination process.
<p>Tree Identification</p> <ul style="list-style-type: none"> Explore woodland habitat Look closely at trees and compare and contrast species Gather natural materials and make own identification key 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 and explain how they are different Some will be able to recall all the different trees after learning about 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>Plenary Activity</p> <ul style="list-style-type: none"> Reflect on the different activities that they have experienced Share some of the key facts and knowledge that they have learnt Solidify memories of the experience by recapping them Collect their dispersed 'seeds' 	<ul style="list-style-type: none"> All will know the terms evergreen and deciduous Some will be able to recognise and name at least 4 different 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

Y3 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

Y4 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

Y5 Living things and their habitats

Pupils should be taught to:

- describe the life process of reproduction in some plants and animals

Y6 Living things and their habitats

Pupils should be taught to:

- 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