

Week 1 - Plants where we live

Focus + Resources	Lesson Notes
<p>Lessons 1 and 2</p> <p>Objectives</p> <ul style="list-style-type: none"> • To name some plants found in the local area • To describe orally and in sketches some of the local plants • To discuss plants in some other areas that are familiar <p>Key Ideas</p> <ul style="list-style-type: none"> • There are different plants in the immediate environment • Plants are different in other parts of the world <p>Resources</p> <ul style="list-style-type: none"> • Folens Big Book 1 • Star Science - Growing Plants • WES Y1 Science Workbook 5 • Small notebook with plain paper • Small trowel + plastic bag • Digital camera/phone <p>Vocabulary <i>Plant, flower, tree, weed, leaf, stem, trunk, grow, grass, moss, roots</i></p> <p>Extension Activity - Grouping plants. Use a large sheet of paper and divide into three or four columns, headed with the groups identified (trees, weeds etc). Let your child either sketch the different plants in the right columns or write the names of plants that have been seen. Discuss the differences between the groups. Trees have a trunk and branches. Flowering plants have flowers. Weeds are just plants that we do not want to grow in our gardens!</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> • What is a plant? Start asking your child, 'What is a plant?' Have a sheet of paper ready (or a black or whiteboard) and ask your child to draw a plant for you. Ask her to show you where the leaves are and label these. Then ask if there are any flowers and, if so, label those. Ask your child, 'Is a tree a plant?' and discuss what we call the stem of a tree (trunk); whether all plants have flowers; whether trees can have flowers. Ask your child to name as many plants as she can think of and make a list of these (act as 'scribe'). Talk about the different types of plant and help your child to decide which are trees, which are plants with flowers, which are weeds (plants we do not want in our gardens). • Going on a plant hunt. Now go on a planned walk around an area, where your child will see trees, shrubs, cultivated plants and weeds. This may be your own garden or another site you have identified. Take a notebook and use one page for each plant. When your child sees a plant write the name, if you know it and note where you saw it e.g. in a field, in a crack in the path etc. If possible, let your child take a photo of the plant (or make a quick sketch yourself). Decide together if it is a tree, flowering plant or weed or 'other' and make a mark beside each to note this. If you don't know the name of a plant, give a brief description e.g. tree with big leaves, plant with yellow flowers etc. Remind your child that grass is also a plant, if it has not been included. If you have more than one type of grass where you live, you could make another group on your list for grasses. Try to include 10-20 plants. • One to study. Choose one fairly common weed (with flowers if possible) and carefully dig this up with your child. Explain that you should not normally dig up plants but that you will replant this one when you have finished looking at it. Put the plant in a bag to take home. • Back home. After your walk, look carefully at the plant you have collected. Ask your child to show you the leaves, the flowers (if it has any), the roots. Show her where the stem is and any seeds if there are any. If the plant is wilting, ask your child what it will need to revive it. Establish that it needs some water and put it in a jar of water. Hopefully, your child can see it revive. If time, let her draw a picture of the plant and write its name beside it. After the lesson, go outside and help your child to dig a hole and replant it (remembering to water it well). <p>Before Lesson 2 – print out the photos of the plants from your walk and have these ready with the notebook you used.</p> <hr/> <p>Lesson 2 What is this plant? Using the notebook and photos, help your child to match the pictures to the name or description and stick them in the notebook. (If you have not taken photos, start with a story).</p>

Week 1, Lesson 2 continued



- **All kinds of plants.** Look together at page 2 in *Growing Plants*. Did your child see the same type of plants as in the picture? Use Activity 5.1 in *Science Workbook 5* to help your child to make a table for the plants you saw, in the same way as that on page 3 – the plants will probably be different but some general descriptions may be the same.
- **Garden/yard plan.** Look together at pages 4-5 in *Growing Plants*. This shows a school with the places where plants grow marked with pictures of plants. Suggest that your child makes a plan of your own outdoor space in a similar way. You will probably need to help with an outline plan. Let your child make labels for the different areas and cut out or sketches pictures to stick on the plan.
- **Plants in different places.** Produce the *Folens Big Book* and look together at page 9. Is there anything on this page that grows near you or that your child has seen growing? Look at each of the pictures together and talk about the different type of plants and where they grow e.g. tulips are flowers and grow in northern Europe; Giant Redwoods are trees and grow in North America. You could look at an atlas and point out where each of the plants grows. Help your child to realise that different plants grow in different parts of the world. Follow this up by finding pictures of different parts of the world – such as a jungle and a desert - and looking at the plants that grow there (see additional teaching points)
- If time, finish the lesson with a story – from the list on page 2 or any other suitable story you have relating to growing plants.

Week 1 - Additional Teaching Points

Preparation for the lesson

You will be going on a 'plant spotting walk' during the first lesson this week so you will need to decide in advance on a good place for this. If your own garden or yard has a path, fence, trees and other plants growing in it, then you may not need to go any further. Otherwise choose an area as near as possible to where you live and where your child can see grasses, trees, shrubs, cultivated plants and weeds all growing. A digital camera/phone will add to the learning on the plant walk as your child can look at the pictures of the plants you saw when you return from the walk.

Teacher tips

This topic follows on from the topic on *Ourselves* in Term 1, where your child was introduced to the concept of 'living things'. In looking at *Growing Plants* the focus is on plants, especially those in your local environment. Your child will be looking in more detail at growing things in Year 2 when we move on to classifying plants, to looking at how seeds grow and germinate and at variations in plants. In the current topic, the focus is on the simple parts of the plant, the uses of plants and the needs for growth.

If you are not living in England or a similar European country, the specific plants and flowers mentioned in Ginn Science *Growing Plants* may not be familiar to your child. However, there is a good range of more general plants shown and you should use your discretion in adapting anything that seems unfamiliar. Try to collect some materials that show the plants where you live – tourist information or small booklets on the flora and fauna of the area.

Plants I saw

Activity 5.1
WEEK 1

Make a table to show the plants you saw on your walk

Plants	Where we found them

