

# Plants and Trees KS2



## Visit overview and learning objectives

### Visit Summary

- This visit will be led by a member of Suffolk Wildlife Trust staff or a trained volunteer.
- Each session will last up to 60 minutes
- We will provide all equipment.

This session offers an opportunity to investigate the variety and diversity of flowering plants on a Nature Reserve, discover trees by looking up close at the texture of the bark, leaf shapes and the animals living on them and learn about the role of pollinators.

### Session Summary

Time	Location	Activity
2 minutes	Walk to woods	Collect equipment
20 minutes	Woods	Blindfold Meet a Tree - pupils lead each other to a tree and get to know it using their senses
20 minutes	Nature ramble	Flower spotting: looking for different colours and shapes and recording in a tally chart. Discuss diversity and variation in flowering plants and the role of pollinators.
20 minutes	Woods	Interview a plant

### Learning Objectives

All will be able to identify what seeds need to grow

All will be able to discuss the diversity and variation in plants

All will understand the role of pollinators

Some will make observational drawings of a plant

A few will be able to identify species in the meadow

### Curriculum Extracts

The following bullet points are extracted from the national curriculum

#### KS2

#### Working scientifically

Pupils should be taught to use the following practical scientific methods, processes and skills:

- making systematic and careful observations
- gathering, recording, classifying
- identifying differences and similarities

### **Year 3 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

### **Year 4 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

### **Year 5 and 6 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 microorganisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics