

Year 1 Exploring Plants - KS1 Summer

Work in 2 groups.

Two activity areas.

Children do the observing and activities; adults record and collect their answers and information for follow up at school

Children will learn :

- to identify and name some local trees and flowering plants
- the parts of a plant - root, stem, leaf, flower, seed
- that the flowers need to be pollinated - by insects or wind
- that flowering plants produce seeds which grow into new plants
- trees are plants - root, trunk, branch, twig, leaf, flower, seed
- some plants only live one year others for a long time
- grasses are flowering plants
- most plants grow in soil
- to start to suggest reasons why different plants are found in different environments
- Why the wild flowers on the Millennium Green are important

Introduction on arrival at IMG. (between 9.20 & 9.30) *Who has been before? Safety : stay with your group and listen to instructions. Don't run unless told you can – rabbit holes and ant hills to fall in/over. Careful round ponds – no pushing...Dock leaves for nettle stings (show them). Dog poo shouldn't be any but if you find some tell adult. Hay fever sufferers? Don't rub eyes.let them look at ducks or other things of interest when they arrive.*

Leave water bottles on seat by pond 1 *This is our centre or meeting place. If you do get lost come here.*

Divide into 2 groups (Campions and Cranesbills) and swap over activities. *Show them these two flowers and give one to each group leader. Also say briefly about not picking lots of flowers -just for study..*

Group name/ Time	9.45 – 10.25	10.25 -10.40	10.40 – 11.20
Cranesbills	Flowers	Break for drink and to explore ponds and wetland path	Trees
Campions	Trees		Flowers

11.25 - meet by pond 1 seat and sum up what they have learned.

Why are the wildflowers and trees on the Millennium Green important.

Give them some samples of leaves and flowers to take back.

Flower colours table

Colour	Names of flowers
Red or pink	
Blue or purple	
Yellow	
White	
Other?	

Flowers

Will take place in the wildflower area around the upper seat. They can go as far as wetland and wildflower information board, and the upper gate into field 2 if not enough flowers nearer.

Explain the terms - stems, roots, leaves, petals, flowers, buds and seeds as follows:

Grasses are flowering plants

1. Look at grass roots, stems, leaves and flowers (probably with pollen) – explain why we should not usually pull up wild plants by the roots unless they are not wanted there (discuss nettles, thistles and docks).
2. How many different grasses can they find – let them pick grasses but try not to pull them up by roots (*without Gareth we probably can't name them!*)
3. Look at opened buttercup flowers – they can pick one each to study with **hand lenses?** (**school bring these please**) different leaves to grasses, petals and pollen on flowers (do you like butter with buttercups?)
4. This leads to how flowers are pollinated – wind and insects. Encourage them to look around for bees and other insects flying about. Grass is wind pollinated – hence hay fever. Pollinated to produce seeds – can we find any seeds?
5. Spread out in two and threes and look for flowers of different sorts but **DO NOT PICK**. Ask adults to help name them, look at pictures (or info board if near it). Adults record the flowers in table.
Possible flowers: buttercup, dandelion, daisy, cranes bill, Lady's bedstraw, yellow rattle, vetch, bird's foot trefoil, clover.....
6. How many different yellow flowers?
7. *How many flowers in total with colours*

Trees

Will take place in copse

Copse is a small wood so it has trees

1. Look at **tree roots** in copse and on island bank edge. (SE corner of moat)
2. What do we call – indicate: **trunks** (like main stems), **branches** and **twigs, leaves**.
3. Trees have **flowers** and **seeds** – can we find any flowers or seeds on the trees?
4. Look at **seedlings** and **young trees** – how did they get there? (hazel nuts buried by squirrels or ash keys blown by wind.....)
5. Some trees are **evergreens** (explain term and point out **holly** and **yew** (which has **poisonous berries** - don't eat) and **deciduous** (explain term and what we mean by **shed** leaves) ash, oak, sycamore, hazel, hawthorn, field maple plus lime and beech) (*plus explain **coniferous** if children suggest it – most evergreen but larch sheds leaves – they all have cones*)
6. **How old** are the trees? *Yew and big oak over 200 years some can live for say 900*
7. **Activity:** In twos or threes look at different leaf shapes and feel textures. Can they match them to leaf shapes on **identification sheet**? Give them pots to collect some leaves.
8. Take some leaves back to school for re-identification or art work...?
9. Look at **bluebells and campions seeds** in the copse; compare leaf shapes. Why do bluebells flower early (light). Bluebells grow from bulbs. Adult take one up to show. Collect campion seeds if any there or look at 'cups'.

Equipment pots to collect some leaves etc, leaf shape pictures