 giving nature a home — rspb

# Session Outline
## KS1 Plant Detectives

| National Curriculum links: |
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| **KS1: Year 1** programme of study – Working Scientifically, Plants. |
| **Year 2** programme of study – Working Scientifically, Living things and their habitats, Plants, Animals. |

| Learning objectives | Learning objectives | Learning objectives |
| --- | --- | --- |
| Name the habitat and identify some common plants.<br><br>Learn about basic plant structures and be able to name some of them.<br><br>Identify some of the basic requirements of plants.<br><br>Have fun exploring. | **Introduction**<br>General discussion about plants to gain a better understanding of the group's knowledge. Identification of the basic requirements for survival shared by people, wildlife and plants (food, water, shelter, air, sunlight).<br><br>**Session activities**<br>We will go on a nature discovery walk to identify and record the plants they can find.<br><br>The children will search for different structural parts of plants and learn what they are called and why they are important.<br><br>We will play games to help us think about the importance of plant colour and smell.  The children might collect natural materials to take back to school.<br><br>**Plenary activity**<br>We will provide opportunities for children to reflect on and review their learning throughout the session using a combination of questioning techniques, physical activities, games and facilitated discussions | We will use games and activities to encourage children to reflect on their learning and enjoyment of the day.<br><br>Children will be given the opportunity to give feedback in a variety of ways.<br><br>Shared experiences, what did we see? |
| **Before your visit** | **After your visit** | **Key vocabulary** |
| Use the PowerPoint presentation on the website to introduce the visit with your class.<br><br>Look at diagrams of the parts of a plant or a tree. | Take part in RSPB Wild Challenge and win awards while you examine the plants and animals living at your school<br><ul><li>plant safari</li><li>planting for wildlife</li><li>look closer</li></ul>Make a chart of your findings. | Leaves, flower, petal, root, stem, microhabita |