



## **Year 1 Plant Detectives programme outline – half day visit**

### **PROVISIONAL PROGRAMME**

#### **Introduction**

- Welcome and introductions
- Health and safety and orientation
- Plan for the day
- Introduction to plants
  - Parts of a plant
  - Different types of plants
  - How plants grow

#### **Comfort break**

#### **Meadow walk**

Investigating plants in the natural environment

- Monterey Pine
- How plants grow
- Meadow flowers

#### **Woodland Walk**

- Animals that live inside plants
- Talking trees
- Trees for life

#### **Memory leaves – Leaf textures**

**THE ABOVE PROGRAMME IS INTENDED TO SUPPORT THE FOLLOWING  
LEARNING OUTCOMES/INTENTIONS**

**Continued overleaf**

**Most children will.....**

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- Identify and describe the basic structure of a variety of common flowering plants, including trees

**Some children will not have progressed so far and will.....**

- Identify 2 common wild and garden plants and one common tree
- Understand that plants have stem, leaves and flowers

**Some children will have progressed further and will.....**

- Recognise that grasses are flowering plants
- Be able to group plants together according to observed characteristics

**Literacy**

Introduction of new words including: leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem

**Citizenship**

Know that animals have needs just like humans, and that these needs include food, water, companionship, a suitable place to live, being looked after by a vet if they are ill, and the freedom to behave naturally.

They begin to appreciate the ways in which humans have a responsibility towards all animals – wild animals, farm animals and pets. Understand the role of voluntary organisations/charities.

They know that we all have a responsibility towards animals, and that there are laws to protect them. They recognise that different pets have different needs, and that not everyone makes a suitable pet owner. They appreciate that there are a large number of animal welfare issues, and understand one in some depth. They contribute ideas and opinions to class discussions

**SEAL / ECM**

- Every individual to have a sense of achievement and enjoyment
- Each pupil to make a positive contribution to the day
- Increased confidence in ability and knowledge
- Every child to explore and discover in a safe and encouraging environment
- Every individual to be aware of how the environment and their actions contribute to their health and well-being
- Activities which vary in delivery for example individual and group work, discussions, thought and reflection time, games

**Inclusion**

- Worksheets and activities will be differentiated to accommodate individual learning needs
- Where possible all children will have access to the same opportunities regardless of their abilities.