

Year 3 Plant life cycles programme outline – full day visit

PROVISIONAL PROGRAMME

Introduction

- Welcome and introductions
- Health and safety and orientation
- Plan for the day
- Introduction to topic
 - How plants grow
 - Plant life cycles
 - Growth requirements
 - Look at germinating seeds

Sultana Game – Children become plants, dispersing their ‘seeds’ around the garden

Centre Garden and Woodland walk

- Plant Classification -
 - What is a plant?
 - Plants that are not plants.
 - Plant hunt
 - Look at samples using the USB microscope

Sultana Game - Can children find their ‘seeds’?

Lunch break

Centre

- Pollination Theory

Meadow

- Pollination game
- Seed dispersal survey

Centre Garden

- Memory leaf activity

Expected Outcomes

Identify and describe the functions of different parts of flowering plants: roots, stem, 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

Explore the different stages of Germination

Explore life cycle of flowering plants, including pollination, seed formation and seed dispersal

Name some plant pollinators

Classify Plants by their appearance

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