Session Outline: Plants Y3

National curriculum:
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

Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Learning objectives	Session structure
To understand the function of the different parts of plants To understand that all plants are different from one another To understand that plants live within habitats to which they are suited To understand the role flowers and pollinators play in the lifecycle of a plant To understand different methods of seed dispersal	**Introduction** We have a general chat about plants and their uses and play a true and false game to assess their current level of understanding. **Helping plants grow** We visit a variety of our plants to look at the variability of the different parts of a plant. We play a game in the woods where children use their sense of touch to meet a tree. We then sit down with some plants in our nature area and make scientific drawings of plants. Finally we germinate a child to find out what a seed needs to germinate. **Plant survival** Discuss the need of plants and have a look at some pictures of amazing plant survivors from around the world that cope with hardship from these needs. We then make some observations of the plant life on our site and see how it adapts to varying light levels. **Flowers and seeds** We begin by discussing the lifecycle of a flowering plant. We find some flowers on site and dissect them to help us identify the different parts common to all flowers. The children then perform a mime to explain how pollen is transferred between flowers. Children look at some real seeds and do an activity to help them understand various methods of seed dispersal. and we germinate a child to find out what a seed needs to germinate.

Before your visit	After your visit	Key vocabulary
Survey plant life in your school grounds: how many types of plant can you find? Does anybody know the names of any of the plants?	Do the carnation/celery water transport experiment using food dye. Make regular observations over 3 days. Seed germination tests: is what we told the children really correct? How could they design an experiment to test this?	Root, stem, leaf, flower, pollen, nectar. Nutrients Dispersal, germination Adaption