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| **Year Group - 3 and 4. Seed Investigation** | | **Date – Term One** | |
| **Curriculum Links** | Sc4/1.3    making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers  Sc4/1.4    gathering, recording, classifying and presenting data in a variety of ways to help in answering question  Sc3/2.1a    identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers  Sc4/2.1a    recognise that living things can be grouped in a variety of ways  Sc4/2.1b     explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment  Sc4/2.1c    recognise that environments can change and that this can sometimes pose dangers to living things. | | |
| **Session Procedures** | **Before** - Check for rubbish, glass, hazards. Check weather forecast  **During –** Wear Hi-Viz jacket. Road safety to get to the park  **After** – clear everything away and return any natural objects to their original place  **Wash hands** | * Wash hands after touching outside objects * Remind the children about how sharp some sticks can be and to be careful of brambles and stinging nettles. * Remind children to be careful not to let the sticks fly out of their hands and go in someone else’s eye. * Gloves must be worn for both litter picking and gardening * The school grounds are our classroom and must be treated with respect. | **Equipment**  ID sheets  Magnify glass  Ruler  Tape measure  Notebook/sheet |
| **Introduction and Activity Opportunities** | **Indoors -**  Remind children that we are following in Darwin’s footsteps.  **Starter activity – Poo Pile Game –** 2 children are birds. 3 children are given the tickets with sun, soil and water on them. The children (seeds) run around and try not to be tagged by the birds. The seeds collect the 3 tickets whilst they run around. If they are tagged by the birds they must join the poo pile. At the end of the round (1 minute) discuss who has survived as a seed and will germinate. The seeds in the poo pile may survive too in fact will have compost on them.  **Main Activity – Seed Investigation.**  Do all plants grow in the same places and do they have the same seeds?   * Discuss safety at the park – no touching dogs and stay with in boundary. * How do plants spread their seeds? (Disperse their seeds). * Identify the trees by using their seeds and decide how the seeds are dispersed. * Can you find a seed that sticks to an animal; that flies; that rolls; and that will be eaten? * Does the habitat of a plant effect it’s seed dispersal type? Will sticky seeds be on plants high up? Coconuts float to disperse, what is their habitat? | **Vocabulary**  Seed dispersal  Flower  Seed  Pollination  Root  Stem  Leaf  Branch |
| **Plenary** | * Discuss Charles Darwin and what he would have noticed about seeds during his travels. |

