



## Session Plan – KS2 Plants

This session is for Lower KS2, and includes what you will need for the session, instructions, links to the curriculum, and risk assessment information.

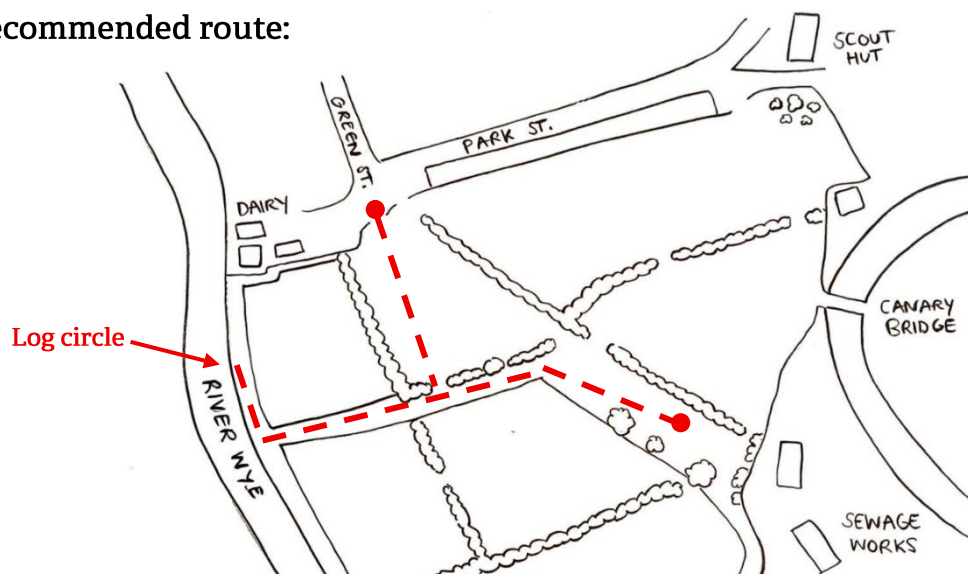
Focused on plant structure and lifecycles, this session works best in spring when plants are flowering.

Each activity is listed alongside an area on Bartonsham Meadows where the activity works well, but the session could be adapted to other green spaces.

### Materials you will need:

- HWT Plant Structure sheets (we recommend 1 per group of 5/6 children)
- HWT Plant Lifecycle sheets (we recommend 1 per group of 5/6 children)
- Describing Plants sheets (1 per child)
- A variety of seeds, e.g., conkers, flowerheads, berries
- A tray
- Seed Dispersal Game pack

### Recommended route:



| Activity                      | Where?                            | Instructions  |
|-------------------------------|-----------------------------------|---|
| Plant structure               | Log circle                        | <p>Split the class into groups of around 5 or 6. Each group will get a Plant Structure sheet, and a set of words and definitions. The children can then decide which words go with which part of the plant and stick them in the correct places.</p>  |
| Finding and describing plants | Open space with variety of plants | <p>Each child will get a Describing Plants sheet, clipboard, and pencil. They will find a plant, draw it, and describe it according to the questions on the sheet.</p> <p>Make sure the children leave the plants where they are!</p>   |
| Plant lifecycles              | Log circle                        | <p>Split the class into their small groups again, each group getting a Plant Lifecycle sheet and set of labels. Children will have to work out which words correspond to the parts of a plant's lifecycle.</p> <p>Afterwards make sure each group has got the correct answers, especially explaining the trickier concepts like pollination and seed dispersal.</p> |
| Seeds & plant growth          | Log circle                        | <p>Go through each of your variety of seeds, letting children guess what they are and what plant they come from. Explain what plants need to grow (air, light, water, nutrients from soil, and room to grow).</p>   |
| Seed dispersal                | Flat, open space                  | <p>For the Seed Dispersal Game, have four adults stand far apart in a circular shape, each holding up one of the four types of seed dispersal.</p> <p>The teacher will stand in the middle and hold up a picture of a seed from the pack, each time the children will run to whichever type of dispersal they think that seed uses.</p>                             |

Links to curriculum:

| Subject          | Year 3  | Year 4   |
|------------------|---|--|
| <b>Science</b>   | <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p>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</p> | <p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p> |
| <b>Geography</b> | <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>  | <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>   |
| <b>Art</b>       | <p>To create sketch books to record their observations and use them to review and revisit ideas</p>   | <p>To create sketch books to record their observations and use them to review and revisit ideas</p>  |

### Bartonsham Meadows site information:

Site Grid Ref: SO 5171 3904

What3Words : ///trap.noting.stand

Site Postcode: HR1 2QW

Emergency services access point: SO 5209 3929 ///trap.noting.stand

Nearest defibrillator: Corner TA Centre, opposite Volunteer Inn Pub (also Bleed Control Kit), Harold Street, Hereford, HR1 2QU. ///bolts.snacks.arts (Not publicly accessible, Call 01432 273 932)

Nearest A&E: Hereford County Hospital. HR1 2BN ///member.loops.charm

### Risk assessments:

| Activity/location  | Hazard  | Mitigation   |
|--------------------|---|--|
| General site risks | Overhead power lines                            | Be aware of these and if working rear overhead lines   |
|                    | Vehicles on public road at site exits/entrances | Make adults and children aware of danger of moving vehicles when entering or leaving the meadows.<br>Have adults stand on either side of the road when crossing into the meadows at Green Street or Crozen Lane. |
|                    | Personal attack                                 | Leave no-one isolated on site.   |
|                    | Dog poo   | If possible, check the route before the session and clear any poo off the paths.<br>Remind adults and children to point it out.  |

|                              |                    |   |
|------------------------------|--------------------|---|
| Activities at the log circle | Working near water | Adults to be spread out through the group when close to the river and throw line carried by leader.         |
| Seed dispersal game          | Trips and slips    | Choose a flat, open space to avoid children falling over, especially if the grass is long. Check for holes. |