



Ivy, Holly, Oak

Green Fingers and Live and Let Live

Lesson	IPC Learning Goal	NC Coverage	Activities	Resources / Vocabulary / Personal Goals
Entry Point			<p>Chn to be introduced to the topic of plants after their knowledge harvest.</p> <p>Table 1</p> <p>Chn to wear lab coats and goggles and pretend that they are going to operate on their flowers.</p> <p>Chn to have different flowers for them to examine and then dissect using different tools and laying it out on coloured paper.</p> <p>What can you tell me about the different parts? Can you name any of the different parts? Chn to have the different names for different parts around on the table for them to see if they can match them up.</p> <p>Table 2</p> <p>Using kitchen towel, chn to mimic what the stem does by using different food colouring to show how the stem absorbs the liquid and then carries it up to the other parts that need the water.</p> <p>Table 3</p> <p>Identifying different flowers – matching different images of flowers to their name.</p> <p>Table 4</p> <p>Chn to use different materials to create their own flowers for the display. Access to tissue paper, different coloured card, scissors and glue.</p>	<p>Tissue paper</p> <p>Different flowers</p> <p>Lab coats</p> <p>Goggles</p> <p>Coloured card</p> <p>Scissors</p> <p>Glue</p> <p>Tissue paper</p> <p>Different food colouring</p>
Knowledge Harvest			<p>Chn to have different coloured post-it notes. One colour for the children to write down something they already know about plants and how things are alive.</p> <p>On the other post it note, chn to write down any questions they might have about plants, or things that are alive.</p> <p>Post – it notes are to be displayed on the learning wall and made to look like different petals on a plant.</p>	<p>Different coloured post-it notes</p> <p>Pens</p> <p>Pencils</p>

Big Picture		<p>Plants are living things – they grow when we give them enough sunlight, food and water. Plants give us food to eat, clean air to breathe and materials to build our houses and furniture. We can use plants to make clothes and medicines, and to decorate our gardens</p> <p>What do living things such as animals and plants need in order to survive and grow? Do humans have the same needs? What is the difference between a living thing and something that has never been alive?</p>		
DT1	1.02 be able to plan what they are going to make	design purposeful, functional, appealing products for themselves and other users based on design criteria	<p>Discuss with the children what they have already learnt about plants and the different parts of the plant including their functions.</p> <p>What do you often see people at home doing with flowers and plants? Discuss answers and focus on watering them. Watch the following clip about what happens when you over water a plant</p> <p>https://www.youtube.com/watch?v=jlo62vyHn-8</p> <p>Discuss the importance of ensuring that a watering device gives plenty of water but not too much – what designs can you think of? Show some different designs of spouts for the children to look at.</p> <p>In their art books – chn to design their own watering device using the different materials that we would find around the classroom and school:</p> <p>Cardboard Plastic bags Tin foil Paper Celotape Plastic bottles</p>	<p>Art books Pencils IWB Youtube</p>
DT2	1.04 be able to use simple tools and materials to make products	select from and use a range of tools and equipment to perform practical tasks	<p>Discuss our previous lesson and have some of the examples of the designs they created in groups last week up on the board – what do we really like about these designs?</p> <p>When thinking about evaluating our designs, will they be able to be used repeatedly? Are they good for the environment?</p> <p>Activity:</p>	<p>Scissors Cutting tools Cardboard Tin foil Plastic bottles Paper Celotape Masking tape Previously planted flowers.</p>



			<p>Chn to work in groups and following their designs, have access to the different materials they might need to create their own watering devices (40 minutes making time)</p> <p>After children have created their own watering devices, we can go outside and test them to see if they work. (previously plant some flowers out in the outdoor area for them to test their watering devices on)</p> <p>Chn to fill up their watering device – is it waterproof? Is it leaking?</p> <p>Chn to see if their device works by watering the plants.</p> <p>Evidence – pictures in scrap book and chn to leave a space for a picture and write a recount of what happened to their watering device.</p>					
GE1	1.04 know about the weather and climatic conditions in particular localities and how they affect the environment and the lives of people living there	Compare the location of hot and cold areas of the world in relation to plants	<p>Chn to go to Mote Park during the morning of this activity – (as part of literacy)</p> <p>Chn to discuss the different flowers that they saw and what they noticed about them. Can you identify any of the different wild flowers we saw from our previous science lesson? Allow time for discussion and to share as a group.</p> <p>Go through the PowerPoint of plants from around the world and using a globe or google earth https://www.google.co.uk/intl/en_uk/earth/</p> <p>Chn to identify where those countries are in relation to the UK. Mention the link to the equator and the north and south poles.</p> <table><tr><th><u>Year 1 children</u></th><th><u>Year 2 children</u></th></tr><tr><td>LA – chn to have an image of cold and hot weather and different flowers from the PowerPoint for them to stick around the correct climate for them to grow.</td><td>LA – chn to have an image of cold and hot weather and different flowers from the PowerPoint for them to stick around the correct climate for them to grow.</td></tr></table>	<u>Year 1 children</u>	<u>Year 2 children</u>	LA – chn to have an image of cold and hot weather and different flowers from the PowerPoint for them to stick around the correct climate for them to grow.	LA – chn to have an image of cold and hot weather and different flowers from the PowerPoint for them to stick around the correct climate for them to grow.	<p>IWB</p> <p>Mote Park trip and flower hunt sheets</p> <p>PowerPoint</p> <p>Pictures of flowers</p> <p>Stencils</p> <p>IPads</p>
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			MA and HA – Chn to have two different flowers for them to stick into their books. Underneath each flower they will identify what the flower is, what country it grows in and why that country is best suited mentioning climate, weather and its needs.	MA - Chn to have two different flowers for them to stick into their books. Underneath each flower they will identify what the flower is, what country it grows in and why that country is best suited mentioning climate, weather and its needs. HA – to have templates of different flowers for them to trace into their books creating a double page spread. Chn to identify the name of the flower, where it grows and why that is the best country and climate for the flower. Access to Ipads should they need them.	
IN2	1.03 Know about some of the similarities and differences between the lives of children in the different home countries and in the host country	Year 2 Write for different purposes Year 1 Understand and explore the impact of our actions on others	CT to read the story ‘Here we are’ by Oliver Jeffers. https://www.youtube.com/watch?v=kkcjKbbF9JA What does the story talk about? Why it is important to look after our planet? Is there a species that is more important than others? Go through the PowerPoint that compares, humans with whales and bees – size doesn’t matter, we all have our place and our purpose to play. Play the following advert https://www.youtube.com/watch?v=oA10-oZi4Xc	Story book ‘Here we are’ PowerPoint IWB Images of orang-utans Queen’s address Colouring pencils Pencils	

			<p>Discuss how humans are not treating the animals that live in that habitat well – how could we look after them better? What can we do to help ensure that we treat and look after all living species the same and well?</p> <table><tr><th><u>Year 1 Children</u></th><th><u>Year 2 Children</u></th></tr><tr><td><p>LA – chn to have the image of the orang-utan in their books. Around the image, they can write and draw all the things that we can do to treat the species in the rainforest well.</p><p>MA and HA – Chn to have the image of the orang-utan in their books. Underneath, children to write full sentences about what humans can do to ensure that we look after all living things and why.</p></td><td><p>LA – chn to have the image of the orang-utan in their books. Around the image, they can write and draw all the things that we can do to treat the species in the rainforest well.</p><p>MA and HA – to write a letter to the Queen about what they have been learning about, what they belief and how we can do this. CT to support as needed.</p></td></tr></table>	<u>Year 1 Children</u>	<u>Year 2 Children</u>	<p>LA – chn to have the image of the orang-utan in their books. Around the image, they can write and draw all the things that we can do to treat the species in the rainforest well.</p> <p>MA and HA – Chn to have the image of the orang-utan in their books. Underneath, children to write full sentences about what humans can do to ensure that we look after all living things and why.</p>	<p>LA – chn to have the image of the orang-utan in their books. Around the image, they can write and draw all the things that we can do to treat the species in the rainforest well.</p> <p>MA and HA – to write a letter to the Queen about what they have been learning about, what they belief and how we can do this. CT to support as needed.</p>	
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S1	1.11 be able to recognise living things in the school environment	Use a variety of different materials and tools to make an appealing product	<p>Discuss what they have learnt from the previous lesson on how we need to treat all living things with respect and care to ensure that our planet is healthy and we are too.</p> <p>Pose the question – how can we attract more insects/birds etc to our school to increase our wildlife and help other species?</p> <p>Allow time for discussion in pairs and as a class – CT to write down all their ideas on the board.</p> <p>Watch the following videos to help</p>	<p>Variety of recycled materials IWB Welly boots or old shoes Coats Gardening gloves</p>				

			<p>Making a bug hotel https://www.youtube.com/watch?v=E2aIEQjt9zE</p> <p>Making bird feeders https://www.youtube.com/watch?v=sKlyeeCBL-w</p> <p>Making a hedgehog home https://www.youtube.com/watch?v=mNnbvPdVYRU</p> <p>Show the class the different resources that the have access to (ensure that you send out to collect recycling beforehand)</p> <p>Chn to get into groups of 3 or 4 and using the different materials, head outside to create their own hotels, bird feeders and homes for the wildlife out.</p> <p>Pictures as evidence in scrap books.</p> <p>At the end of the lesson, watch the following book on being kind https://www.youtube.com/watch?v=kAo4-2UzgPo</p>	
Reflection			<p>Children to complete a quiz to assess their long term memory of their learning – working in teams or tables, children to work through the quiz that will spell out a message at the end.</p> <p>The table that reaches the message first gets a prize.</p> <p>Then go through the questions as a class and discuss their understanding, evaluating each other’s answers.</p>	<p>Quiz Paper Coloured paper Coloured pencils Prizes</p>