Science Term 5- Plants Week 3

Topic information for parents:

Key vocabulary:

Trees- deciduous, evergreen, apple, ash, birch, beech, cherry, elder, fir, hawthorn, holly, horse chestnut, sweet chestnut, lime, oak, pine, rowan, sycamore, willow, yew etc

Wild flowering plants- bluebell, buttercup, cleavers, coltsfoot, daisy, dandelion, garlic mustard, mallow, mugwort, plantain, primrose, red clover, selfheal, shepherd’s purse, sorrel, spear thistle, white campion, white deadnettle, stringing nettle, yarrow

Garden/house plant names- whatever you have in yours. (Weeds are just plants growing in a place you don’t want them to!)

Plant structure: roots, stem, stalk, twig, branch, trunk, leaf, flower, blossom, petal, pollen, seed-box, fruit, seed, bulb.

In most plants the part above the ground is the shoot system and the part below is called the root system. Roots anchor the plant to whatever material it is growing on or in. They also absorb water and minerals that the plant needs in order to live healthily and grow normally & store nutrients in the roots for later. The stem (stalk/trunk/branch) supports the leaves and is also part of the plant’s transport system for taking water & food to all parts of the plant. The leaf makes food for the plant in the green part of the leaf, using water and air and energy from sunlight. Buds are undeveloped shoots. Some buds develop into leaves and some develop into flowers. The flower attracts pollenating insects to it with coloured petals, fragrance & sweet tasting nectar. When insects visit flowers, they rub the pollen onto a special part of the flower so that the plant can make seeds. As the flower dies, a seed box develops which will ripen & contain seeds. Some plants develop fruit, which is a type of seed box that animals like to eat it (some of these are poisonous to humans).

Health & safety- Please remind your child that some plants can be poisonous- berries, fruits and seeds growing in the wild or in the garden may not be safe to eat. Some plants have thorns & a few can cause allergic reactions e.g. stinging nettles- help your child to recognise these. Always wash hands after the end of an activity outside.

Resources to help with plant identification:

* Great Plant Hunt identikit (free) at [www.greatplanthunt.org/teachers](http://www.greatplanthunt.org/teachers)
* ID Guides- Tree ID Poster, Tree Guide & Common Urban Wall Ferns (free) at <https://www.opalexplorenature.org/>
* Gatekeeper identification charts

**Ideas for the week beginning 11th May**

Learning expectations: To identify, describe and compare flowers. To be able to use parts of the plant to identify & classify it.

Resources:

* Wild flower identification printables for kids- downloadable (free) ID sheets for ‘In the Wood’, ‘Walk in the Country’ & ‘Around Town’ from <https://www.plantlife.org.uk/wildflowerhunt/select-hunt-pack/>
* Common flowers found in lawns (downloadable free) at <https://www.plantlife.org.uk/everyflowercounts/wp-content/uploads/2019/05/EFC-ID-sheet.pdf>
* Also see the following apps available to download for identification of flowers you find. <https://www.simplemost.com/these-7-apps-will-help-you-identify-unknown-plants-and-flowers/>

Introduction: Flower names

The Flower Alphabet Book by Jerry Pallotta & Leslie Evans.

<https://www.youtube.com/watch?v=C8edGhQwfZM>

Observe & classify:

Explore the flowers in your garden & local area. Allow your child to pick or photograph single flowers from a variety of plants (don’t forget tree blossom). Use identification guides to identify the name of the plant from its flower.

Find ways to sort flowers you have found. How many different ways can you sort the flowers? e.g. by the colour of the petals, by the number of petals, by the shape of the petals etc.

Research: What are flowers for?

Look at the video of the book ‘Flower’ by Vijaya Khisty Bodach <https://www.youtube.com/watch?v=NMGq73y_5W0>

Recording:

Look at the Greatest Flower Book in the World <https://www.youtube.com/watch?v=uIvhrsKG6Dg>

Have a go at making your own flower book. You could draw a variety of flowers & label them with the plant name, or photograph flowers & paste the images onto a word document with their names typed beside or you could have a go at pressing flowers & stick these on a sheet of paper or booklet. See <https://www.proflowers.com/blog/how-to-press-flowers>

Revision of learning: What can you remember?

Look at, discuss together & read the video book- ‘Reasons For A Flower’ by Ruth Heller <https://www.youtube.com/watch?v=_DtHM-Nek9c>