

# A Passion for Plants: Fired Up by Flowers and Pollination

<b>Season: Summer</b>	<b>Duration: 1 day (10am-2pm approx)</b>																			
<p><b>Overview:</b>                  Get 'fired up' by flowers and pollination with a day of fun and games, investigation, crafts and discovery.                  Using our beautiful wildflower collection, the wider nature reserve, fun props and resources, we find out; Why do plants need their flowers? What is the structure of a flower? How are pollinating insects attracted? Does colour matter? How can plants be identified? What is the role of plants in food-chains within a grassland habitat? How does our use of the land effect all our wildlife? Children also have the opportunity to take some wildflower plants back to plant at school.</p>																				
<p><b>Learning Objectives:</b>                  To understand the parts of a flower and their functions.                  To understand the life cycle of plants.                  To appreciate that plants use a variety of strategies to attract pollinators.                  How to use keys.                  To appreciate that green plants are the starting place for most food chains.</p>	<p><b>Key Vocabulary:</b></p> <table border="0"> <tr> <td>Reproduction</td> <td>Pollination</td> </tr> <tr> <td>Carpel</td> <td>Nectar</td> </tr> <tr> <td>Stigma</td> <td>Food web</td> </tr> <tr> <td>Ovary</td> <td>Food chain</td> </tr> <tr> <td>Stamen</td> <td>Herbivore</td> </tr> <tr> <td>Anther</td> <td>Carnivore</td> </tr> <tr> <td>Filament</td> <td>Producer</td> </tr> <tr> <td>Petal</td> <td>Consumer</td> </tr> <tr> <td>Sepal</td> <td></td> </tr> </table>		Reproduction	Pollination	Carpel	Nectar	Stigma	Food web	Ovary	Food chain	Stamen	Herbivore	Anther	Carnivore	Filament	Producer	Petal	Consumer	Sepal	
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<p><b>National Curriculum Links:</b>                  Key stage 2:                  Sc1 Scientific Enquiry 1: Ideas and evidence in Science; 2: Investigative skills                  Sc2 Life processes 1 b &amp; c, 3 d (Reproduction), 4a, b &amp; c (Variation and classification) 5a &amp; b (Adaptation),                  5 d &amp; e (feeding relationships)</p>																				
<p><b>Outline of Activities with approximate timings:</b></p> <p><b>Please note all activities are weather and time-dependant and may be subject to change on the day.</b></p> <p>Morning:                  Introduction (20 mins)                  Using real flowers as examples we discuss; What is the structure and function of a flower? What adaptations do different flowers make to ensure insect or wind pollination?                  This discussion is reinforced with a child sized 'build a flower' demonstration on a volunteer.</p> <p>Observing and Recording Activity (30 mins)                  Working in small groups the children use our wildflower collection and sensory garden to observe and record the colour and shape of plants that are attracting pollinating insects. (data collected can be collated on return to school if wished)</p> <p>Plant Strategy Carousel (40 mins)                  After a brief discussion on their observations, the children work in three groups playing 'Where do I fit in?' game, discovering a bee's eye view of flowers using UV torches and matching cards in our Flower Friends activity.</p> <p>Unlocking the Key (30mins)                  Using our outdoor 'walk through' key trail children are able to build their skills in working through some simple animal and plant keys.</p>																				

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## Outline of Activities with approximate timings (Continued):

Lunch (30 mins)

Afternoon:

Bee Amazed! (30 mins)

While the main group play a lively pollination game (from the SAPS programme) we take a small group at a time to visit our observation hive for a close look at a working hive.

Shrinking Habitats (30 mins)

We make the links between the plants, their habitats and the implications of our actions, in a fun but informative plenary session.

## Suggested follow-up activities:

- Create a wildflower area at school by planting the wildflower plants presented to the class.
- The Science and Plants for Schools website ([www.saps.org.uk/](http://www.saps.org.uk/) primary) has a wide range of resources' exploring parts of a plant and their functions, pollination, and fertilisation.
- Plantlife also have a range of activities [www.WildAboutPlants.org.uk](http://www.WildAboutPlants.org.uk) including their Bee Scene survey.