

Curriculum statements	Explorify activities	Suggested use
<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments.</p> <p><i>Early Years Framework England</i></p>	<p>What's Going On  <a href="#">Spring flowers</a>  <a href="#">Shooting sprouts</a>  <a href="#">Rich pickings</a></p> <p>Zoom In Zoom Out  <a href="#">Healthy skin</a>  <a href="#">Green pattern</a>  <a href="#">Brown scales</a>  <a href="#">Curious crown</a></p> <p>What Can You Hear?  <a href="#">Night time antics</a></p>	<p>Use these videos to get the children talking before they go out and explore.</p> <p>The Zoom In Zoom Out activities will encourage the children to look closely. They could then make drawings of the real objects in the classroom, and collect others outside.</p>
<p>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p><i>The variety of living things in the world and how we can take care of them (NI – KS1 (7-8 years))</i></p>	<p>Odd One Out  <a href="#">Types of Leaves</a>  <a href="#">Autumn Leaves</a>  <a href="#">Lovely leaves</a>  <a href="#">Flowers in spring</a>  <a href="#">Mellow yellow</a>  <a href="#">Curious crown</a></p> <p>Zoom In Zoom Out  <a href="#">Do you like butter?</a>  <a href="#">Spectacular spheres</a></p>	<p>Use before going out to look at flowers/trees/leaves, or before comparing different flowers/leaves in the classroom.</p> <p>Useful spotter sheets  <a href="#">Tick sheets - Woodland Trust (treetoolsforschools.org.uk)</a>  <a href="#">spotter-sheets_walmer-castle-outdoor-learning-kit_ks1-3.pdf (english-heritage.org.uk)</a>  <a href="#">Flowering Weeds Spotter / RHS Campaign for School Gardening</a>  <a href="#">Spring Flower Spotter / RHS Campaign for School Gardening</a>  <a href="#">Tree leaf spotter guide / RHS Campaign for School Gardening</a></p>
	<p>Odd One Out  <a href="#">Evergreen</a>  <a href="#">Green Texture</a>  <a href="#">Three seasons</a></p>	<p>Use before going on a winter walk. Children can make a tally chart to count the number of deciduous and evergreen trees. Back in the classroom, they could make a pictogram or bar graph of the results.</p> <p>You could take photographs of the class standing in front of deciduous and evergreen trees at different times of the year.</p>
<p>identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Zoom In Zoom Out  <a href="#">Craggy surface</a> (bark)  <a href="#">Pink and white</a> (blossom)</p>	<p>These three examples help explain unfamiliar vocabulary, or to see something that is either difficult to see outdoors, or not around all the year.</p>

<p><i>They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem).</i></p> <p>I can recognise that plants (and animals) are living things which grow. (Wales Progression Step 1)</p>	<p>Odd One Out <a href="#">Underground Overground</a> (roots)</p>	<p>Take the class outside and get them to identify tree roots, stems/trunks, different flowers and leaves.</p>
<p>observe and describe how seeds and bulbs grow into mature plants</p> <p>I have helped to grow plants and can name their basic parts. I can talk about how they grow and what I need to do to look after them (Early Scotland)</p>	<p>Mystery bag <a href="#">Seeds of success</a> Odd One Out <a href="#">Seeds of life</a> What's going on <a href="#">Shooting sprouts</a> <a href="#">Growing seed</a> <a href="#">Spring flowers</a> <a href="#">Rich pickings</a></p>	<p>This can be used to provoke debate/raise questions before the class start growing. Make sure that the class get opportunities to grow different seeds and bulbs each year, checking with colleagues about what they have grown before.</p>
<p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>What if... <a href="#">What if winter never ended?</a></p>	<p>Use this as a launchpad for discussion about the conditions for growth. Children then can grow seeds and bulbs: without water but with light and warmth; with light and water but in cold conditions; and in the dark with water and warmth.</p>
<p>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p>	<p>Zoom In Zoom Out <a href="#">Brown tubes</a> What's going on <a href="#">Water colours</a></p> <p>What if... <a href="#">What if plants could talk?</a> <a href="#">What if we did not plant trees?</a></p>	<p><a href="#">Brown tubes</a> provides a really useful enlarged image of a root.</p> <p><a href="#">What if plants could talk?</a> Or <a href="#">What if we did not plant trees?</a> could be used to provoke discussion after children have learnt about the function of the different parts. It could be a helpful assessment tool.</p>
<p>explore the requirements of plants for life and growth (air, light, water,</p>	<p>Problem solvers <a href="#">Get growing on Mars</a></p>	<p>You could use this to brainstorm variables the children could change when investigating.</p>

<p>nutrients from soil, and room to grow) and how they vary from plant to plant I can help to design experiments to find out what plants need in order to grow and develop. I can observe and record my findings and from what I have learned I can grow healthy plants in school. (First – Scotland)</p>	<p><a href="#">Why don't all soils look the same? - Explorify</a></p> <p><a href="#">Do you need big seeds to grow big plants?</a></p>	<p>If you have already taught the soil unit, they might be interested in growing seeds in different soils.</p> <p>Children could use research to find the answer to this question, or investigate whether big seeds germinate quicker or slower than small ones.</p>
<p>investigate the way in which water is transported within plants</p>	<p><a href="#">Water colours</a></p>	<p>Children can then do their own investigation. Tip: use food colouring paste like Wilton as some supermarket food colourings won't work. If you are member, look at the CLEAPPS activity Ink Flowers, which uses the spongy inner tubes of old water based felt tip pens (dark colours).</p>
<p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p><b>Pollination</b> Odd One Out <a href="#">Friends of flowers</a> Listen What Can You Hear? <a href="#">Sharing is caring</a> What's Going On? <a href="#">Buzzing with life</a> What if... <a href="#">What if there were no insects?</a> Big Question <a href="#">Which pollinators visit our school grounds?</a></p> <p><a href="#">What if plants could move from one place to another?</a></p> <p><b>Seed dispersal</b> Odd One Out <a href="#">Winter seeds</a> <a href="#">Types of apples</a> <a href="#">Sightseeing seeds</a> Zoom In Zoom Out</p>	<p>These activities can be a launch for lots of different enquires. Children could act out the pollination of plants; visit gardens and observe which flowers pollinators visit; collect and classify different types of seeds.</p> <p>They could also dissect different flowers to compare the male and female parts of a flower. Be careful if you have children who are allergic to pollen. <a href="http://www.saps.org.uk/primary/teaching-resources/1374-primary-booklet-2-reproduction-and-life-cycles-part-1">http://www.saps.org.uk/primary/teaching-resources/1374-primary-booklet-2-reproduction-and-life-cycles-part-1</a> For CLEAPSS guidance click <a href="#">here</a>.</p> <p>When exploring seed dispersal, an Odd One Out activity like <a href="#">Brown scales</a> can then develop into classifying seeds by how they are dispersed.</p>

	<a href="#">Brown scales</a> <a href="#">Wet and shiny</a> <a href="#">Brown and sticky</a> What's Going On? <a href="#">Bonkers conkers</a>	
How plants and animals rely on each other in the natural world	Odd One Out <a href="#">Friends of flowers</a> Listen What Can You Hear? <a href="#">Sharing is caring</a> What's going on <a href="#">Buzzing with life</a> Big question <a href="#">Which pollinators visit our school grounds?</a>	These activities all link to pollination and seed dispersal
Other opportunities for links to DT/Art	<a href="#">Unusual plant pots - Explorify</a> <a href="#">Make a plant self watering device</a>  <a href="#">Curious crown</a>	Useful background: <a href="#">How to make newspaper pots / RHS Campaign for School Gardening</a> <a href="https://letstalkscience.ca/educational-resources/lessons/design-build-irrigation-system">https://letstalkscience.ca/educational-resources/lessons/design-build-irrigation-system</a> <a href="#">Regreen the desert - Practical Action</a>  The artist Georgia O'Keeffe can be used as the inspiration for art. <a href="https://www.georgiaokeeffe.net/paintings.jsp">https://www.georgiaokeeffe.net/paintings.jsp</a>