Year R

UTW ELG

Activities:

- Picking up leaves and rubbing the leaf with crayons onto paper, leaving a print. What do you notice? Are they the same/different? Palmate leaves.
- Printing with leaves with paint. Where do you think the leaf
- Looking at a colour chart and change of seasons.
- Different seasonal scavenger hunt

Year 2

Curriculum:

I can identify and classify
I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
I can explore and compare the differences between things that are living, dead, and things that have never been alive
I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
I can identify and name a variety of plants and animals in their habitats, including microhabitats

Activities:

Find the leaf and vegetation scavenger hunt.

Which animals insects use leaves and vegetation as a habitat?

What is a food source, can you plot the food sources.

What would make a good habitat for the animals at the park? What would they eat?

Plant and leaf identifying activity (Twinkl).

Which plants are living? Which do you think are dead? How do you know – how can you find out?

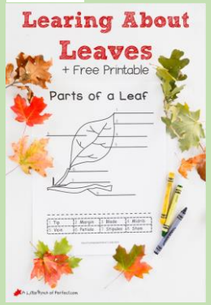
Children to find leaves that are identical and place these into a hoop.

Year 3

Curriculum:

Record findings with drawings + labelled diagrams.
I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
b. I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
I can investigate the way in which water is transported within plants.
I know what plants need for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.

Activities:



Finding flowers of different stages of growth- what do you notice, what stage/ what part is growing?
How does the plant (daffodil) pollinate, what animals help with this?#
Which plants are thriving, where is the worst place to plant in Connaught? Why do you think so? Can you plot it and give me a reason why?
Parts of a leaf activity.

Cut outs of leaves and children to find and match the correct leaf to the tree.

Do the leaves have a distinct smell?
Measuring a variety of leaves.

Leaves

By L.Morton

Year 1

Curriculum:

I can identify and classify
I can use my observations and ideas to suggest answers to questions
I can identify and name a variety of common animals that are carnivores, herbivores and omnivores
I can identify and describe the basic structure of a variety of common flowering plants, including trees
I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees I can observe changes across the 4 seasons

Activities:

Using colour charts to match the colour of the seasonal leaves- why do some leaves stay green?

Simple classification – collect leaves in an egg box and decide what shape they would be?
Different seasonal scavenger hunt- what has happened to the leaves?
Flower check list.
Why are some trees green in the winter?
Are they alive or dead?

Children to find leaves that are identical and place these into a hoop.

Year 5

Curriculum:

I can record data and results of increasing complexity in classification keys.
I can describe the life process of reproduction in plants.
I can plan an investigation in which I observe changes over time.
I can plan a pattern seeking investigation.

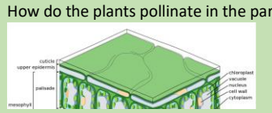
Activities:
Creating own leaf classification – what are the similarities and differences.
Why do you think the trees and plants were planted where they are?
How can plants reproduce here?
Can you create your own pattern of identifying leaves?

Year 6

Curriculum

I can read, spell and pronounce scientific vocabulary correctly.
I can plan an investigation in which I observe changes over time.
I can record data and results of increasing complexity in classification keys.
I can give reasons for classifying plants and animals based on specific characteristics.
I can describe how living things are classified into groups according to common characteristics. (Similarities and differences, including micro-organisms, plants and animals.)
I know how micro-organisms may be beneficial and harmful.
I can recognise that living things have changed over time.
I can identify how animals and plants are adapted to suit their environment.
I can recognise that living things produce offspring of the same kind. (Offspring vary and are not identical to their parents.)
I know that adaptation may lead to evolution.

Activities:
Creating own leaf classification keys and charts using yes/no.
Create a way of representing data of how many varieties of leaf can be found.
Which plants are weeds?
Which plants are not native? Will they cause harm?
How old do you think the trees are? How can you tell?
How have the plants adapted for the park? Where do they grow best?
How do the plants pollinate in the park?



Year 4

Curriculum:

I can read and spell scientific vocabulary correctly and with confidence.
Make a series of accurate observations.
Record findings with drawings + labelled diagrams.
. I can use scientific ideas to identify similarities and differences.
I can recognise that environments can change and that this can sometimes pose dangers to living things.
I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
I can recognise that living things can be grouped in a variety of ways.

Activities:
Tally how many variety of leaves/plants are at Connaught – make own key.
What objects or use is un-environmentally friendly in the park?
What effect does this have on the wildlife?
What could you do to help the wildlife?
Plotting which trees have fungus or spotting (which could mean disease)

Scientific drawing of the leaves/plants and labelling using scientific spelling.