



Learning Objective	Success criteria	Input	Independent work	Plenary	Resources
<p>LO: To identify and name a variety of common wild and garden plants.</p>	<ul style="list-style-type: none"> <li>• I can name parts of a plant.</li> <li>• I can name some common flowers and plants.</li> <li>• I can locate plants and flowers in my local area.</li> <li>• I can add filters/edit a photo I have taken.</li> </ul>	<p>Chn in small groups to look at a flower such as a lily (check for allergies with children before) and dissect this focusing on labelling the key parts of the flower.</p> <p>Explain to the chn that we are going to go for a plant hunt in the local area and try to identify as many as possible. We are then each going to take a picture of our favourite one and edit this to then print off for our own 'flower field' display.</p>	<p>Chn to go on plant walk in local area and see how many they can identify – chn can take their own photos of these – link to computing lesson and take some photos that they can then edit for their own flower gallery in class.</p>	<p>Chn to be editing their chosen photo for the gallery in class. These can then be printed and labelled by the children.</p>	<p>lilies tweezers scissors iPad</p>
<p>LO: To observe changes across the 4 seasons. LO: To plan a bee garden/bee street using a calendar.</p>	<ul style="list-style-type: none"> <li>• I can explain how the weather might change during the 4 seasons.</li> <li>• I can explain how we can help bees during different seasons.</li> <li>• I can name some plants</li> </ul>	<p>Discuss the four seasons with the children and how the world around us might change. Reflect on what we wear and how we might change what we eat, how we dress, activities we do, etc. Explain to the chn that it would be great to help lots of bees throughout the seasons by planting different flowers that flower at different times of the year so that they have food when they need it.</p> <p>Explain to the chn that we are going to plan our own bee garden/bee box and think about how we can plant a range of flowers that will be suitable for different times of the year. CT to choose a selection from the website link and have photos for the children to choose from.</p>	<p>Chn to be planning out in small groups their own bee box to add to their bee garden by sketching a design of this and labelling the different plants with the month/season they are best suited to.</p>	<p>Chn to share their box designs and then to think about where these can be placed in the school/at home/on balconies.</p>	<p>Selection of seed packets and seeds from list given on rhs website</p>



	that are suited better to different seasons.	<a href="https://www.rhs.org.uk/science/pdf/conservation-and-biodiversity/wildlife/plants-for-pollinators-garden-plants.pdf">https://www.rhs.org.uk/science/pdf/conservation-and-biodiversity/wildlife/plants-for-pollinators-garden-plants.pdf</a> Chn to think about what the plants need to survive and what we will need for planting these.			
LO: To plant a bee garden/bee street. LO: To know what a plant needs to survive.	<ul style="list-style-type: none"> <li>• I can explain how we can help pollinators across the year.</li> <li>• I can name plants that are better for different seasons.</li> <li>• I can refer to my plan.</li> <li>• I can plant a range of pollinator friendly plants.</li> <li>• I can explain what a plant needs to survive.</li> </ul>	Recap on the seasons and what was planned in last lesson. Discuss the importance of offering bees a range of plants throughout the year. Think about what the plants will need to survive and how we can make sure they get enough water.	Chn to be planting in small groups either in chosen garden spot or boxes which can be kept in school or chn can take home for balconies/own gardens.	Chn to write down on waterproof cards the names of the flowers and how often they need to be watered which is to be put into the boxes.	Rectangle plant pots Soil Seeds Water Watering can Sharpie pens Plant labels