

## HIAS REMOTE LEARNING CURRICULUM PACK

# Great Gardeners

## Remote learning curriculum pack Lower Key Stage 2 (Years 3 and 4) Pack 9

HIAS Teaching and Learning Team  
Summer 2021  
Final version

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# HIAS Remote Learning Curriculum Pack

## Using the Remote Learning Materials

Dear Parents and carers,

Your school is sending you this pack of remote learning activities to help you to support your child at home. Your school may also have given you English and mathematics resources, and this pack of activities can supplement and work alongside these.

These activities are designed to help your child continue with learning across the wider curriculum, which is linked to the National Curriculum and will build on their existing skills, help them learn new ones, and allow for suitable independence.

How to use the pack and support your child:

- Learning at home is distinctive and different to school but try to establish a routine with your child. These activities are practical and creative and can be used to work alongside the other remote learning activities.
- Encourage your child to choose the activities that most interest them. Some will build on knowledge that they already have, and some will be newer learning; but all are designed to be practical and fun.
- Activities may need reading with your child and explaining, and you may need to help them find resources. All the activities can be adapted where needed to make them work for you.
- The activities have been designed to enable a good amount of independence. Let your child work at their own pace, encourage them and celebrate their achievements frequently.
- These activities could take approximately 2 to 3 hours to complete (approximately half a day) but can be spread across a few days if necessary. There is no time limit to the activities, they may take more or less than the suggested time.

# Great Gardeners



## Key theme:

This theme is linked to the science curriculum for Lower Key Stage 2.

Pupils should be taught to:

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.
- investigate the way in which water is transported within plants.
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

## Lower Key Stage 2

### The big idea

### Draw a pollination diagram



### Key learning

Pupils need to explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

### Useful questions

- Where will you explore to find the plants?
- How will you group the plants?
- How can the drawing show how they are pollinated?

### How to do it

All flowering plants reproduce by pollen from the male reaching the stigma of the female. However, all plants look slightly different because they pollinate in different ways. Most plants use insects to pollinate and so have colourful petals and strong scents. A few plants use the wind and these often have less colourful petals and little scent.

This activity is all about searching for different flowering plants and deciding whether they pollinate using the wind or insects. Pollination is the act of transferring pollen grains from one plant to the other to reproduce. The activity will involve finding the plants (not picking them!) and then drawing them into a pollination diagram.

#### Completing the activity:

- Research the difference between flowering plants that pollinate using the wind or insects before starting the activity.
- Make a note of the names of these plants.
- Decide on a safe route that will show the greatest number of plants. This could be in a garden, surrounding gardens or a local park. Ensure that an adult can accompany the child on the walk.
- Take some paper, pencil, and something to lean on when going on the walk.

- See if the plants can be named and look closely to see if they are colourful with insects around them or whether they are less colourful with little scent. This will give a clue as to the pollination.
- Make a note or draw the plant whilst on the walk.
- Back at home, group the plants and then research if the clues were correct.
- Draw around two small plates or saucers to make the circles for the groups and label them.
- Re-draw the plants carefully using as much detail as possible and the correct colours.
- To make the activity extra special, label the parts of the plants and their names. Many plants also have Latin names so they could be included too!

## Lower Key Stage 2

### The big idea

## Make a plant fact game



### Key learning

Pupils should be taught to:

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.
- investigate the way in which water is transported within plants.
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

### Useful questions

- What facts about plants should be in the game?
- How many people will play the game?
- How will the game test the knowledge of the competitors?

### How to do it

This activity is about creating a game based on facts about plants. It is probably best to make this an indoor game and can be based on any kind of plant fact of interest.

#### Focus of the game:

The game could be based around the following:

- The different parts of plants.
- The conditions needed for growing plants.
- How plants pollinate and the life cycle.
- The way water is transported around plants.

**Make the game based on the following:**

- Board games like bingo, snakes and ladders or a game using cards.
- Games that involve moving around indoors. These could be based on: 'Hide and Seek', 'What's the time Mr. Wolf?', 'Follow my Leader' or an indoor obstacle course.

**Getting started:**

- First research the facts that need to be included in the game. Questions could be generated with a related answer.
- Find some card or cardboard to make the base if a board game is being made.
- Then look for other objects, such as dice or markers, so that the competitors can take turns and move around the board.

**Making the game (board game):**

- Plan the game, thinking about the design and how objects could be used. Think about the rules of the game and how people are going to 'score' points.
- Cut out the base of the board. If card is being cut, then adult help might be needed.
- Mark out the shapes on the board using a pencil to start with and then fill in with pen or colour.
- Draw rectangles on white card for the questions and answers.
- Write and draw the questions, answers and drawings on the board and cards.

Now play the game once through with a friend or family member, making notes of how the game can be altered if needs be.

## Lower Key Stage 2

### The big idea

### Make a collage of how plants grow, and the conditions needed for growth



### Key learning

Pupils should be taught to:

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.

### Useful questions

- What are the different stages of plant growth?
- How can plant growth be shown in a collage?

### How to do it

A collage is when art is created by sticking different materials onto a backing paper. The materials used could be coloured paper, photos, or pictures. Remember to always check with someone first before cutting out photos or pictures. It is important that the stages of the plant life cycle are clear to children before the activity is started. This may involve researching using books or the internet.

#### Completing the collage:

- Research the different stages of plant growth before starting the collage.
- Use a large piece of white paper or thin cardboard as the base. Make sure that the paper or card is large enough to fit the drawings.
- Gather different materials to use for the collage. These could be tissue paper, thin coloured card, straws, thin string etc.
- Sketch out the main parts of the plant life cycle using light pencil drawings.
- Consider how the materials are going to be placed on the background to make the collage interesting.
- Label the key parts of the plant and the parts of the life cycle so that the diagram is clear.

## Lower Key Stage 2

### The big idea

### Devise a plant quiz



### Key learning

Pupils should be taught to:

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.
- investigate the way in which water is transported within plants.
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

### Useful questions

- What knowledge about plants will be shown in the quiz?
- What format will the quiz have?

### How to do it

A quiz is where a game is made to test knowledge. It can be in many different formats such as multiple-choice questions or questions on cards with a reward at the end.

#### **Completing the activity:**

First decide on the type of quiz to make. This could be in the form of:

\*multiple choice questions- this is where a question is answered with four or five answers and the person 'ticks' the correct answer.

\*a quiz using cards with a question on one side and the answer on the other. The person selects a card, answers the question and the quizmaster tells them whether they are correct or not. They could score points which are collected at the end of the game.

\*decide on the content of the quiz. This could focus on either the different parts of plants, what they need to survive, the life cycle or the way that water is transported around the plant.

**Question and answer cards:**

- Find some thin card to make the cards and draw around a small rectangular shape to make the outline of the card.
- Complete the questions and the answers and illustrate the cards to make the game look more attractive.

**Multiple choice quiz:**

- This can be on one piece of paper or card with the questions set out one after the other.
- Make sure that the answers have a small box that can be ticked to show the correct answer.
- Illustrate the game to make it look more attractive.

Enjoy playing the game and testing plant knowledge!

# HIAS Teaching and Learning Team

The HIAS Teaching and Learning Team give practical and supportive advice through coaching and mentoring teachers to improve outcomes for all pupils. They use a 'plan, do, review' approach to teaching and learning which broadly includes observation of teaching, personal target setting with areas given to improve, planning, demonstration of lessons and team teaching. The team focus their work on impact within the classroom.

They also work with Senior and Middle Leaders to develop the coaching model in their schools.

For further details referring to Primary Teaching and Learning support, please contact **Sarah Sedgwick**, Teaching and Learning Adviser: [sarah.sedgwick@hants.gov.uk](mailto:sarah.sedgwick@hants.gov.uk)

For further details on the full range of services available please contact us using the following details:

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