

CURRICULAR FOCUS: 5-14 Strands	LESSON TITLE	MAIN IDEAS The Children Should Be Able To:	PUPIL TASKS AND POSSIBLE ORGANISATION/	RESOURCES	Possible Follow up Activities/Topics												
<ul style="list-style-type: none"> <li>• The Processes of Life</li> <li>• Variety and Characteristic Features</li> <li>• Interaction of Living Things with their environment</li> <li>• Reading for information</li> <li>• Writing - functional</li> </ul>	<p>Plant-Life in the Glen</p>	<ul style="list-style-type: none"> <li>• Name some common plants using simple keys (Level C, D)</li> <li>• Give main distinguishing features of major groups of flowering and non-flowering plants (Level D)</li> <li>• Give examples of how plants and animals are suited to their environment (D)</li> <li>• Describe the main stages in flowering plant reproduction (D) and the broad function of the main parts of flowering plants (Level C)</li> <li>• Give a brief outline of the process of photosynthesis</li> </ul>	<p>Pre-visit. Knowledge and Understanding - Using a simple key, some of the terminology.</p> <p><u>Ranger Walk</u></p> <p>Ranger introduce purpose of walk (to introduce children to plant life in the glen, learning about some plants that they already know and some they don't) including key vocabulary – photosynthesis, pollination, adaptations, distinguishing features etc.</p> <p>Plants used will vary according to the time of year.</p> <p>As the walk continues, children will use clipboard and worksheet (see below) to tick off plants seen and record name (or local nickname). Conclude walk at picnic area. In small groups or one large group (depending on ability) use simple key to identify a few plants.</p> <p>Give children opportunity to discuss plants discovered on walk and perhaps record their common uses (already mentioned on walk). Drawing of plants is a possibility too.</p> <p>Possible end activity - Ranger can then involve children in the planting of a small tree in the VC grounds (ground prepared and all tools ready).</p>	<p>Clipboard for each child, pencil and worksheet.</p> <p>Simple key - either one already produced or one devised by the property - laminated x 10</p> <p>Worksheet :</p> <div data-bbox="1470 658 1701 893" style="border: 1px solid black; padding: 5px; width: fit-content;"> <p style="text-align: right; margin-right: 20px;">Tick when seen.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 40%;">NAME</th> <th style="width: 50%;">COMMON USES</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">D</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">D</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">D</td> <td></td> <td></td> </tr> </tbody> </table> </div> <p>↑ Illustrations of plants</p>		NAME	COMMON USES	D			D			D			<ul style="list-style-type: none"> <li>▪ Our Environment</li> <li>▪ Things that grow</li> <li>▪ Extend understanding of keys</li> <li>▪ Work on classification of Living Things</li> <li>▪ Artwork</li> <li>▪ Imaginative writing</li> <li>▪ Functional writing</li> <li>▪ Farming?</li> <li>▪ Food?</li> <li>▪ NTS could provide weather data for use in Maths</li> </ul>
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