



**Title:** 1.9.1 Looking after plants and animals: Looking after plants

**Level:** FIRST

**Code:** 1.9.1

### Links to Curriculum for Excellence

Experiences and outcomes	Benchmarks
I am learning about where living things come from and about how they grow, develop and are nurtured. HWB 1-50a	<ul style="list-style-type: none"><li>Identifies what is needed for growth and development of animals, plants and humans.</li></ul>

### Learning intentions

- Children learn where plants (fruit and vegetables) come from and how they grow and develop.

### Success criteria

- Children can recognise and name common fruits and vegetables.
- Children know what affects the growth of plants, that plants need water, soil, space, sunlight and air to grow.
- Children describe the care required to grow and nourish a plant.

**Note:** This activity links to learning activities under the topic **1.7 People who help and look after me** where children consider which people help and look after them – both in their personal/family circle and professional people.

### Resources to support this activity

- Jam jars, kitchen roll and beans.
- BBC Bitesize “What does a plant need to live?” (duration 52 seconds) video and quiz: <http://www.bbc.co.uk/guides/zcmtk2p>
- BBC Science Clips “Health plant growth”: <https://www.bbc.co.uk/programmes/p01191xb> (duration 52 seconds)
- The needs of a plant song/animation: <https://youtu.be/dUBIQ1fTRzI> (duration 1 minute)

## Activity

1. RSHP learning is enhanced if children can sit together to start. Explain that we will be talking about how we take care of plants, and looking at plants/vegetables we eat.
2. Have a collection of plants and vegetables for the class/group to see and talk about. Identify what each is with the class – find out which any of the children have tasted. Which are eaten raw? Which are cooked before they are eaten? (If possible do some tasting).
3. Have some seeds to show the class, explain that this is how every plant begins. Ask if any of the children know what to do with a seed to make it grow? Have some soil and a pot and a watering can nearby, to confirm what children say or to introduce that the seed needs somewhere to grow, then it needs water, air, space and sunlight to flourish.
4. Watch the video **Healthy Plant Growth** on BBC Science Clips. Discuss how the seed roots itself in the soil and then grows and develops. <https://www.bbc.co.uk/programmes/p01191xb>
5. Have the children pot some broad beans in jars – explaining that what they will see in the coming weeks is the plant grow – its starts in a jar (with some wet kitchen roll) and when it grows from a seed to a little plant they will re-pot and grow in soil. Have the children work in pairs or small groups to ‘pot’ their seed in the jar – its first home - and ensure it is cared for all week.

*Instructions: Rinse a clean jam jar, leaving it wet inside. Put in a folded piece of kitchen roll and press it up against the glass. Put a broad bean seed between the kitchen roll and the glass and leave on the windowsill. Add a spoonful of water to the seed every day, enough to keep the jar moist but not waterlogged. After a few days, the broad bean should sprout. After a couple of weeks you'll have your own broad bean seedling, which can be planted out into a 10cm pot of compost or open ground. As the plant gets larger, it will need supporting with a stake. When it's about 75cm high, snip off the top. Now wait for your harvest.*

6. As an option, you could grow some jars without light, or water – emphasising the importance of each thing.
7. To end, watch the animation/song **The needs of a plant**: <https://youtu.be/dUBIQ1fTRzI> (duration 1 minute)
8. Next day/later in the week: Watch and listen to the song **What does a plant need to live?** on the BBC Bitesize website – helping to emphasise the basic needs of the plants they will care for in the coming weeks. There is a short 3 question quiz children could do together: <http://www.bbc.co.uk/guides/zcmtk2p>

## Additional ideas

- This question may arise: **What's the difference between a fruit and a vegetable?** The simplest answer is that fruits have seeds and they grow from the flower of the plant. Fruits are the way that a plant spreads its seeds for reproduction. Vegetables are the edible part of a plant, like the root or the stem or the leaf.
- Ask a chef, a florist, a gardener or local allotment keeper to come in and talk about the importance of plants through their work. Depending on the time of year a local allotment keeper might have lots of fruit or vegetables to show.
- Arrange small group visits to nearby allotments.
- Children can take ‘grow a bean’ instructions home along with a bean.

### Connecting with home

*The text below could be used to communicate with home about the activities in this block of learning.*

The children are learning about all the things we need to do to look after plants and pets. They are learning about how every living things need to be cared for and nurtured so that they grow and flourish. We will be growing beans and talking life cycles and about the pets children know – at home or elsewhere. You can also be part of this learning by encouraging children to notice all the things you do at home or in the garden to look after plants or animals.

### Further learning activities are available that connect to this RSHP curriculum content

1.9.2 Looking after plants and animals: Life Cycles

1.9.3 Looking after plants and animals: Looking after pets

### Practitioner Notes