



# EXPLORING PLANTS

KS 1 SCIENCE (OCA 1B)

<p><b>Learning Objectives During this Day Course pupils should learn:</b></p> <ul style="list-style-type: none"> <li>ü About the needs of living things and the difference between living and non-living things.</li> <li>ü To name the parts of a plant.</li> <li>ü To recognise and name selected different plants in the local environment.</li> <li>ü About the importance of plants to humans.</li> <li>ü To record their observations using a variety of techniques and materials.</li> </ul>
<p><b>Pupils will also:</b></p> <ul style="list-style-type: none"> <li>ü Learn safely in a new environment;</li> <li>ü Gain an appreciation of the environment and understand their role in caring for it.</li> </ul>

<p align="center"><b>Day Course Programme</b></p> <p align="center">Where 2 classes are attending the course the introductory session will be common to both. Classes will then separate and sessions A and B will be interchangeable am and pm.</p>
<p><b>Introduction:</b> On arrival a member of CEES staff will welcome your group to the Centre and describe the day’s programme, and the learning objectives, introducing the theme of plants and their importance.</p>
<p><b>Session A:</b> This session is based on a walk to Stibbington Centre’s nature reserve. Children will observe a variety of plants in the local environment. Activities during the trail will include making natural plant mosaics, colour matching with plants, and making collections of different leaf shapes and sizes.</p>
<p><b>Session B:</b> This will be a workshop session around the Centre and its grounds with a variety of activities related to exploring plants, including: naming the parts, the needs of plants, investigating the plants in the Centre’s mini-vegetable plots, modelling plants and identifying different types of plants in the grounds.</p>
<p><b>Plenary:</b> The group will reflect on their day and consider how well the learning objectives have been met.</p>
<p><b>Note:</b> The actual programme may vary depending on number and needs of pupils, length of visit and weather conditions.</p>

<p><b>Adult : Pupil ratios</b></p> <p>For this course CEES’ recommended ratio for safety is <b>1 : 6</b></p> <p>For most classes, 6 pre-arranged working groups, each with an adult, is ideal. Additional adults may be needed with classes where individual pupils need 1: 1 support</p>
<p><b>Other information</b></p> <p>Please see separate guidance notes on safe and effective day courses, including information on clothing and equipment.</p>

<b>Relevant extracts from CEES risk assessments</b>	
See also separate guidance notes on safe and effective day courses	
<b>Hazard</b>	<b>Control measures</b>
Extreme weather conditions	<ul style="list-style-type: none"> <li>• CEES staff are aware of daily weather forecast.</li> <li>• Alternative venues or activities are substituted if weather conditions are particularly unfavourable.</li> <li>• In extreme cases, where guidance notes on clothing have not been complied with, pupils may be excluded from activities.</li> </ul>
Plant materials brought into the classroom	<ul style="list-style-type: none"> <li>• Pupils with cuts, abrasions or skin allergies are given protective gloves</li> <li>• Instruction is given in the safe handling and observation of plants.</li> <li>• Activities are closely supervised by adults.</li> <li>• Pupils are instructed to wash hands thoroughly after the activity and before eating.</li> </ul>
Village roads	<ul style="list-style-type: none"> <li>• The CEES leader walks ahead of pupils with one adult at the rear of the group and other adults walking with their group.</li> <li>• When walking and working in small groups, pupils are instructed to stay close to their supervisory adult.</li> <li>• Pupils are instructed to walk in single file or not more than two abreast.</li> </ul>
Unfamiliar surroundings	<ul style="list-style-type: none"> <li>• Adults supervise directly, for example, walking beside the group and regularly checking that entire group is present.</li> <li>• Pupils are made aware of safe standards of behaviour</li> </ul>