



## Science Lesson Plan 1

### SC2: Life Processes and Living Things

*Focus:- Green plants and reproduction*

Aim: To recognise and name the typical parts of a flower.  
Develop an understanding of plant reproduction by pollination and fertilisation.

Introduction: Recap previous experience of helping plants to grow well.  
Revisit ideas about habitats.  
Know that many plants grow from seed, mentioning garden plants, and weeds in unwanted places.  
Question whether plants and trees in the reserve need to be looked after?

Resources: Photo-gallery – plants and trees  
Maps/virtual tour  
Life cycle of a plant from seed (inc. trees)  
Parts of a typical flowering plant – fact sheet

### Golden Valley Nature Reserve

The Site - offers an excellent range of habitats  
Unimproved grassland - meadow at Ravens Rock  
Ancient semi-natural woodland - slopes close to the Rock House site  
River corridor - along the banks of the R. Boyd  
Scrub - close to the ruins of the Ochre works

On-Site - Visit during May/June when flowering plants and shrubs are at their best.

### Notice and record in small groups:

- Use hand lens to study parts of a flower with a simple structure
- Avoid picking flowers if possible/share examples
- Notice colour, shape, scent
- Look for pollen. Use a paintbrush to dust pollen on to paper (dark and light) and view through a lens
- Notice plant type, e.g. tall spike; low rosette; in the open/or shade, etc.
- Record evidence of insect activity on or around the flowers, e.g. beetles, bees, hoverflies, etc.



### Follow-up

- Share all the data collected on the visit to chart the variety of flowers found and habitat
- Look again at a simple flower from your own site e.g. buttercup
- Label characteristic parts of a flower and how these relate to the reproductive process
- Recognise that flower characteristics influence the reproductive process e.g. landing platforms, scent, colour, etc.
- Encourage the use of picture matching and simple keys to identify common plants
- Notice that flower shapes fall into groups such as 'bell', 'rose', 'daisy' and that this helps scientists to group families of plants.

### Reinforcement & Evaluation

- Discussion/games/quiz-type activities
- Invention of own large hand-crafted 'flower' with labelled parts, colour and scent.