



## Key Stage 1 - SCIENCE

Lesson title – *Becoming a Botanist*

Time of year – Spring, summer and early Autumn

Curriculum topic – Classification

### Focus of learning objectives

#### Identifying sorting and classifying.

- Identifying, sorting and classifying using materials found in the Kitchen Garden;
- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees;
- Identify and describe the basic structure of a variety of common flowering plants, including trees.

### Curriculum objectives

Learn practical scientific methods, processes, and skills by:

- using observations and ideas to suggest answers to questions;
- gathering and recording data to help answer questions.

### Key vocabulary

Deciduous and evergreen trees  
Parts of flowering plants

### Additional Curriculum links

Habitats and life cycles

### Resources required

#### What we will provide:

#### What you should bring:

Drawing materials  
Magnifying glasses

### Preparation required

- Read the **Self-led Teaching Resource – Introduction to the Kitchen Garden**

### Other relevant information

Introduction to activities

30 minutes



In the past plant hunters went on incredible journeys around the world to look for plants to bring back to grow in their gardens. Today we are going to be plant hunters and explore the Kitchen Garden.

- Choose an area of the garden and identify all the plants that you recognise.
- Are there any that you do not recognise?

**Activities in the Kitchen Garden**

**90 minutes**

**Activity 1 Plant hunters**

- Give each child/group a sheet of paper and drawing materials and ask them to find a plant. Explore the plant by observation to identify the different structures of the plant.
- Use magnifying glasses to examine the details.
- Draw the plant and label the structure. Name the fruit or vegetable on the diagram.

**Activity 2 The same but different**

- Find other plants and compare the structures of different types of plants. Include trees and vegetables.
- Collect leaves of different shapes and sort them using different criteria. They can be sorted using colour /leaf type, simple or compound leaves / smooth, serrated, lobed or shaped edges / pointed or smooth tipped.
- How many do you have in each category?
- Play leaf snap.

**Activity 3 Plants as habitat**

- Look for insects on the plant – what are they doing are they beneficial or detrimental.
- Can you identify the insect or creature by observation.
- Look to see if there is any insect/slug damage to the plant

**Extension Activity**

**20 minutes**

- Discuss how the garden would look in different seasons.
- Draw a map / picture to show what would be in the Kitchen Garden in winter.

**Health and Wellbeing focus**

**10 minutes**

- Discuss how the Kitchen Garden staff care for the environment by 'caring' for plants and creating habitats that benefit wildlife and people.
- Discuss how caring for the environment benefits our wellbeing.
- Identify some ways that you could care for the environment at home and at school e.g. recycling food waste to create compost, or planting a pollination station in a plant pot.

**Food growing focus**

**15 minutes**

- Discuss what food you would like to grow at home or at school. Discuss what 'parts' of the plant these are – the leaves, fruits, seeds, flowers, roots.
- Explore the idea that seeds will grow into new plants next year. See if you can identify each part of the lifecycle of a plant including pollination and seeds on the fruit and vegetables.
- Think of a word to describe one of the fruit in the garden and draw a picture of it. Write the word next to picture that says how you feel about the fruit.



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- What was the most popular word? Make a tally chart to show your results.
- If you would like to pick fruit for your class to taste, please ask the learning team in advance what you can pick to try on the day of your visit. You are welcome to collect any fallen fruit for your use.

### Extension activity at school

- Use the leaves that you have collected to make leaf rubbings or a collage for display at school.
- Play plant structure consequences. Draw the structure, (roots, stem, leaves, flower), fold the page so that the place for the next person to draw is shown. Pass on the paper for the next person to draw the next structure and fold it. Continue until all structures have been drawn and then unfold the paper.
- **Vegetables out of this world.** Design your own vegetable or fruit plant. Label the different structures. What would you call your plant?