
What Plants Need 1

NC Objective

- **(K)** Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
 - **(WS)** Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
 - **(WS)** Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
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Learning Outcome

- Children will have shared what they know about what plants need to grow.

Activity: Sharing what we know

- In pairs, children discuss what they think plants need to grow.
 - **(E)** Children then draw a picture of the best place to grow a plant, e.g. a garden, a greenhouse, etc and annotate their picture. Keep drawings for future reference.
 - **(AO)** Share drawings as a class. Encourage children to describe why they have chosen that particular place, e.g. the green house is warm and light. Collect children's initial ideas (without addressing any misconceptions at this point) and record them on a flip chart for future reference.
 - Explain that the following lessons are designed to help children discover what plants need to grow. They will then apply this knowledge to help plants grow better.
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Learning Outcome

- Children will have identified a range of places around their locality where plants grow.

Activity: Growing plants

- In groups (of no more than four children), explore the school grounds or another specified area. Find two places where the plants are struggling to grow well and two places where they are flourishing.
- **(E)** Children take photos or make notes of these places.
- **(AO)** Back in the classroom, make a list of the places where plants did not grow well. *Why might plants not grow well in these areas? Where were the healthiest plants found? What do these places have in common?*

Watch out for

- It might be useful to take a walk of the school grounds/selected area prior to this lesson to identify places where plants grow well and not so well.

Equipment and materials

Clip boards; cameras.

Learning Outcome

- Children will have sorted statements about plants according to whether they are true or false.

Activity: Checking what we know

- Groups (of no more than four children) read and discuss the statements on [Places for plants](#) (Y3 WPN PCM 1).
- **(E)** They decide whether they think each statement is 'true' or 'false' and tick in the relevant column. Allow children to create a 'not sure' category if they wish.
- **(AO)** Share ideas as a class. *Do you all agree?* Discuss any discrepancies in children's answers, encouraging them to explain their reasons.



Differentiation

Support

- Children could be organised into mixed ability groups for support in reading the statements on [Places for plants](#) (Y3 WPN PCM 1).

Extend

- Children select a statement from [Places for plants](#) (Y3 WPN PCM 1) and carry out research to support their answer, e.g. by finding examples of plants that do grow in the desert.

Equipment and materials

Access to the internet and other reference materials.

Resources

[Places for plants](#)