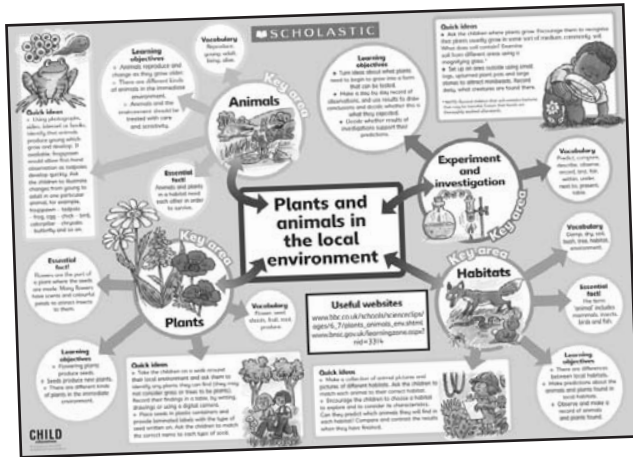


# Plants and animals

Explore QCA Unit 2B Plants and animals in the local environment with these quick and simple science ideas



## Whole class

- Set up an experiment in which a seed is placed on wet paper to germinate and another is placed in dry sand. Ask the children whether this is a fair test. After discussion, point out that it is not, because two factors have been changed – the growing medium and the amount of water.
- Create permanent areas in the school grounds to encourage local wildlife. This can be linked to literacy, as the children write letters to conservation groups about how to create an environment that is

attractive to a wide range of creatures.

- Identify areas in the local environment where plants grow. Do different types of plants grow in different types of soil?
- Look for creatures that live in the soil, such as worms and insects. How many worms can be found in a given area? Are there more in certain types of soil or in different weather conditions?
- Provide the class with a collection of different types of fruits. Include familiar and unfamiliar ones, plus examples of the seeds from each of the fruits. Ask the children to match the correct seeds to the fruits.

## Group/independent

- Present the children with seeds such as broad bean or sunflower seeds, and ask them what the seeds need to begin to grow. How can they test their ideas? After collecting their ideas, allow the children to carry out their investigations. They should have access to a variety of growing media, including soil, potting compost, sand and wet paper. Plant one set of seeds in a transparent container supported by kitchen paper or paper towels that can be kept moist. Ask the children what they expect to observe and encourage them to keep a day-to-day record of their observations. Point out that seeds need water but not necessarily soil in order to begin to grow.
- Invite the children to count and record the number of a particular plant or animal in a given area, or the number of different types of animals or plants. This information could be presented in an appropriate way using bar charts or pictograms.
- Ask the children to provide photographs of any puppies or kittens they might have of pets. Can they describe how the mother has to care for and feed its young? How do animals change as they grow? The children may have other pets they are able to talk about and describe.
- Using **Who lives near me? (see photocopiable sheet 4)**, encourage the class to record the types of animals they have in their garden or that they see on their journey to school. The children could keep a scrap book of photographs and drawings of animals in their local environment.
- Put some soil into a transparent plastic container with a lid. Pour in some water and shake well to mix the soil and water together. Let the mixture stand and observe what can be seen as the soil settles. Allow it to settle overnight and observe again. Record by drawing and labelling the contents.

Poster and activities by Mark Longmore.

