

National curriculum objectives



- working scientifically: making careful observations and taking accurate measurements
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow)

Resources

(you will need):

Trundle wheels or metre sticks, clipboards, pencils and paper



30 MINUTE ACTIVITY

Go outside to an area with some trees and split the class into groups of three. Tell one person from each group to walk away from a tree, but every so often bend forward and look through their legs, back at the tree. When they can see the top of the tree they must stop. The other members of their group must now measure the distance along the ground from them, back to the tree. This distance is roughly the tree's height and also shows at least how wide the roots are growing underground, all around the tree. Ponder this fact for a while, fully taking in the enormity of trees that we cannot see. This is a good starting point for discussion about one of the requirements for plants and trees survival - room to grow. Repeat with different trees, until each member of the group has had a go in each role.

Class reflection

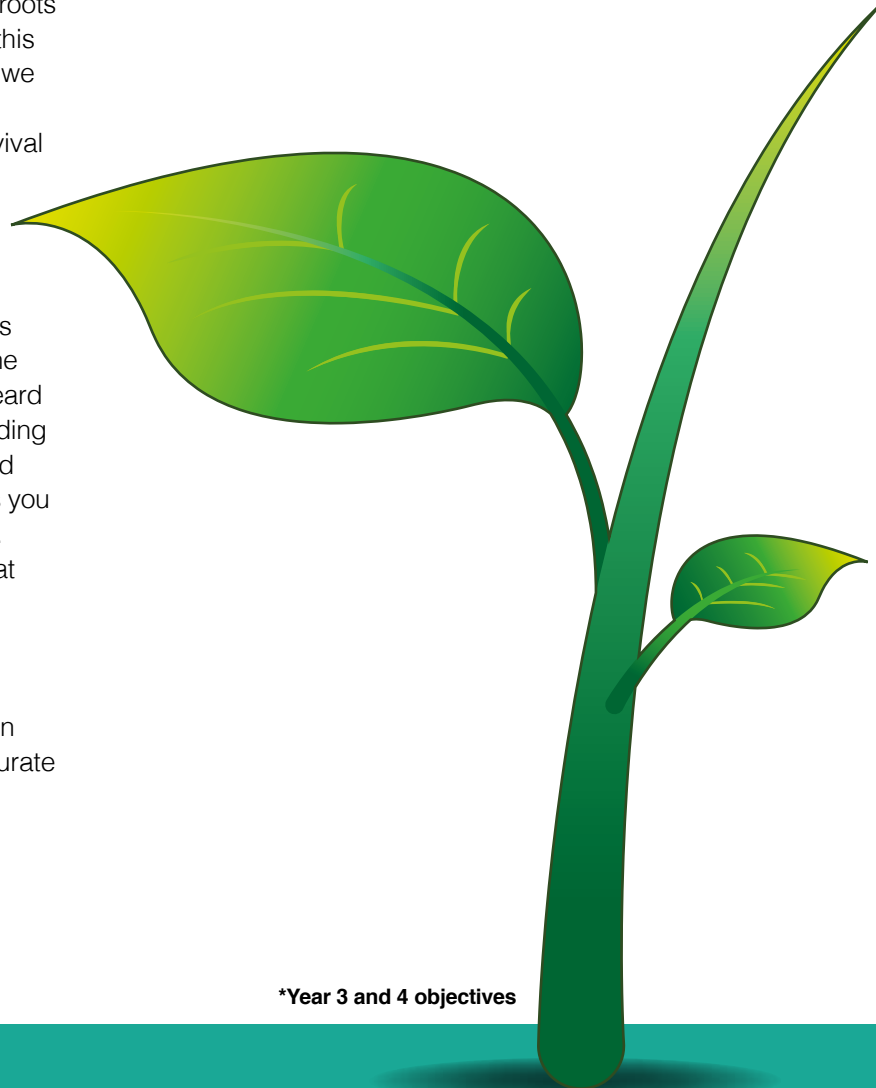
Envisaging the roots of all plants when we look at them is a tricky thing to do but is important to fully understand the lifecycle and growth of plants. Have you ever seen or heard someone saying they need to do some 'weeding'? Weeding is important because weeds often overcrowd the desired plants and don't leave them with enough room. Perhaps you could help a family member or friend do some weeding. Plants are a vital part of the ecosystem and they are what comes first in food chains for animals.

Have time for a maths link?

Learners can use their draft notes, that they made when outside measuring trees, to create mathematically accurate drawings of the trees, to scale, using squared paper.

Philosopher question

If you can't see something, can you still help it?



*Year 3 and 4 objectives