

## National curriculum objectives



- working scientifically: identifying scientific evidence that has been used to support or refute ideas or arguments

## Resources (you will need):

Flipchart or whiteboard and statements written out



## 10 MINUTE ACTIVITY

**Statement:** Plants are important.

As a class, sort the following statements into ones that could be used to support this statement and ones that could be used to refute this statement. First check in with learners to ensure they know the meaning of the words 'support' and 'refute'.

- Plants are the base of all food chains
- Some plants are poisonous and can kill animals
- Plants produce oxygen
- 3 trees are chopped down every second
- Plants clean the world's water supply
- Plants can cause humans stress and more work e.g. weeding and watering
- Humans can live on the consumption of animals alone
- Plants provide habitats for thousands of animal species

### Class reflection:

As a scientist, it is important to research arguments for, and against, your thoughts and ideas. Identifying evidence is vital and shows you are knowledgeable about that topic. You are much more likely to teach other people, get others to change their minds or care more about a certain subject, if you have evidence to back it up. And we need people like that to look after and care for our planet!

### Have time for a literacy link?

Take learners out on a hunt for 'faces' amongst the natural features of trees (e.g. knots, bumps, holes, bark patterns, moss, twigs etc.). Get each of them to take a photo of their favourite 'face'. Now print these and give to each learner to stick in their writing book. Ask learners to use the nature of the 'face' and its expression to write a description of the tree's personality.

### Philosopher question:

Do plants have feelings?



\*Year 5 and 6 objectives