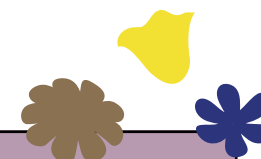
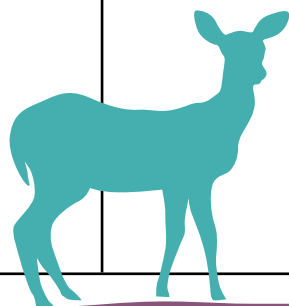


Wildlife Connections

Conservation **Term:** Autumn/Spring/Summer **Subject:** Science **Topic:** Vegetables and fruit **Year:** 1



	National Curriculum Links	Overview	Assessment/Questions	Resources
LESSON	Plants - Identify and name a variety of common garden plants. Working Scientifically - - Asking simple questions and recognising that they can be answered in different ways. - Observing closely, using simple equipment. - Using their observations and ideas to suggest answers to questions. Learning Objective(s) - To observe and name fruit and vegetables. Success Criteria - I can name 2 or more fruits and vegetables. - I can sort plants into fruits and vegetables. - I understand what a fruit is and what a vegetable is. - I can carefully draw/photograph fruit and vegetables. - I can understand where some fruits and vegetables grow.	Prior learning The majority of children should hopefully: - Have explored the natural world around them, making observations and drawing pictures of animals and plants. - Know some similarities and differences between the natural world around them and contrasting environments, and should have drawn on their experience and what has been read in class. - Have understood the effect of changing seasons on the natural world around them. In Year 1, the children may have been: - Introduced to common flowering plants and their structure and common wildflowers and grasses. - Able to look at the range of wildlife in their school grounds but not have looked at fruits and vegetables that they have planted. - Introduced to Chester Zoo's Conservation Knowledge Organiser for Year 1. - Given experience of making notes/records, drawings or photographs of plants in the school/Chester Zoo environment. - The children (or a group/club of children from across the year groups) could possibly grow their own fruit and vegetables in the Spring. <i>See 'Y1 Lesson Plan: Garden plants – planting fruits and vegetables' for a lesson during which the class plant fruits and vegetables.</i> Introduction Ask the children: - Where do fruits and vegetables come from? Encourage the children to think beyond the supermarket. - Where and how do fruits grow? - Where and how do vegetables grow? Review their ideas and correct any misconceptions. Introduce an example of a fruit and a vegetable. Discuss the difference between them:	- Where do fruits and vegetables come from? - Where and how do fruits/ vegetables grow? - What have you learned about gardening? - How do you keep safe? - Can you name the vegetables or fruit that you have planted? - What might affect how the plants survive? - Which animals might need these plants to keep them alive and healthy?	- RHS School Gardening: Useful equipment for school gardening: https://schoolgardening.rhs.org.uk/resources/Info-Sheet/Useful-equipment-for-school-gardening - Essential equipment suggested: Gardening gloves for adults and children (various sizes); trugs/buckets; watering cans; compost bins; pots and trays; cups/small containers for seed distribution; string and scissors; tarpaulins to cover areas or keep them clean; wheelbarrow; hand trowels and forks; child size rakes, spades and forks; dust pan brushes or dish washing brushes to clean tools. - Also: a range of suitable fruit and vegetable seeds, such as lettuce, rocket, radishes, carrots, potatoes and courgettes, tomatoes, green beans, spinach. - Common garden plant identification charts. - Chester Zoo's Conservation Knowledge Organiser for Year 1 - Fruit and Vegetable Cards. - Worksheet - Where do fruit and vegetables grow?





Fruit – is any part of a plant that contains seeds (it develops from the ovary of a flowering plant).

Vegetable – is any of the other parts of the plant, the roots, the leaves or the stem.

N.B. Some fruits are often classed as vegetables e.g. tomatoes, cucumbers because of how they are used as food, but scientifically are fruits.

Show a PowerPoint with photographs of different fruits and vegetables. To follow each slide, there is a slide that explains where the fruit is found on a plant. After each image, prior to the explanation (in the subsequent slide) the children should be asked:

- Is this a fruit or a vegetable? Where is it found?

Activities

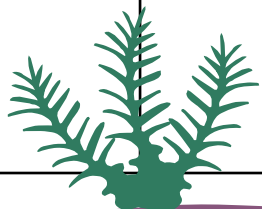
The children could visit Chester Zoo's Enrichment Garden and identify the plants they have grown. In this garden, the children will see the following growing: herbs, flowers, leaves and fruit. (See 'Additional Notes') and/or the children could visit their own fruit and vegetable beds that they (or other children) may have grown in the school grounds.

The children could take photographs or draw the fruit and the vegetable plants that they have grown/Chester Zoo has grown. They should try to recognise if the plant is growing fruit or vegetables. They could label each plant with its name and could colour code it according to whether it is a fruit or vegetable.

If possible, the children should dig up some of the vegetables and/or pick some of the fruit to observe more closely or should take careful photographs.

If the children do not have access to growing plants, the teacher should try to bring in a range of fruits and vegetables for the children to take photographs and observe closely. The children should label these and colour code them according to whether they are fruits or vegetables (as above).

N.B. The children should be encouraged to ask their own questions about the conservation of these plants. They should consider questions such as:





- What affects how the plants survive? (By nature and by man).
- Which animals need these plants to keep them alive and healthy? (See below about the food grown for Chester Zoo).

Additional Activities

The children could carry out sorting activities. The children could be given cards of fruit and vegetable images (see 'Fruit and vegetable cards') which they are to sort into:

- Fruit or vegetables
- Vegetables that grow above ground or below ground.

N.B. Peanuts are the only fruits that grow below ground; some people call it a groundnut (USA) or a monkey nut (UK).

The above activity could be undertaken in groups, with the children being instructed to sort the cards into hoops/containers/boxes that represent e.g. fruit/vegetables and above ground/below ground.

A worksheet to sort fruit and vegetables into where they grow should be completed. These areas will be trees, bushes, vines or under the ground. See 'Where do fruits and vegetables grow?' Alternatively, in groups, the children themselves could decide to draw their own posters showing which fruit and vegetables grow in these areas.

Plenary

The children should review what they have achieved during the lesson. They should be encouraged to show their observations/photographs, if possible. Which plants grew fruit/vegetables?

If undertaken, the children could review their sorting activities. Ask the children:

- What is a fruit/ vegetable?
- Can you name some fruits and vegetables?
- Where do fruits and vegetables grow?
- Can you name some vegetables that grow above ground/ below ground?

Assessment:

Show pictures of e.g. tomatoes, carrots, Brussel sprouts, oranges, grapes. (See 'Fruit and vegetable cards') The children should write down on whiteboards with an F or a V whether these are fruits or vegetables.



Additional information

ENRICHMENT GARDEN – Just around the corner from The Oakfield, next to the owls, is a garden that grows plants specifically for some of the animals at the zoo. Enrichment is a really important part of the work our teams do to make sure the animals remain healthy – both physically and mentally. Growing in our Enrichment Garden you'll find herbs, flowers, leaves and fruit which will be given to a variety of wildlife, like primates, parrots and tortoises. The main aim is to encourage natural feeding and foraging behaviours, for example the herbs are used to stimulate the senses of our big cats, like the jaguar, and keep their surroundings really interesting for them.

<https://www.chesterzoo.org/our-zoo/plants-and-gardens/enrichment-garden/>

RHS Vegetable Planner:

<https://www.rhs.org.uk/advice/pdfs/vegplanner.pdf>

The Guardian article: 'From garden to plate: how schools benefit from growing their own produce':

<https://www.theguardian.com/teacher-network/2016/mar/15/schools-benefit-growing-produce>

RHS Campaign for School Gardening:

<https://schoolgardening.rhs.org.uk/Resources/Info-Sheet/Growing-Vegetables-in-Schools>

See RHS Month by Month Guide to An Edible School: Spring:

<https://schoolgardening.rhs.org.uk/Resources/Info-Sheet/Month-by-Month-Guide-To-An-Edible-School-Spring>

RHS Month by Month Guide to An Edible School: Summer:

<https://schoolgardening.rhs.org.uk/Resources/Info-Sheet/v-Month-by-Month-Guide-To-An-Edible-School-Summer>

Growing Vegetables in Schools (fact sheet): Growing Schools website:

<http://www.growingschools.org.uk/Resources/Downloads/GrowingVegetablesinSchools.pdf>

