

<p><b>Topic:</b> Living things and their habitats</p>	<p>Year 5 Age 9-10</p>	<p>Title: Seed dispersal survey</p>
<p><b>Working Scientifically</b> <b>Do:</b> Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar graphs</p>		<p><b>Concept Context</b> Describe the life process of reproduction in some plants and animals</p>
<p><b>Assessment Focus</b></p> <ul style="list-style-type: none"> <li>• Can children identify how different plants disperse their seeds?</li> <li>• Can children record their survey findings?</li> </ul>		
<p><b>Activity</b> <i>We are going to be environmental scientists.</i> Identify an area to visit in the school grounds or local area that will have a variety of grasses and bushes/trees. Can look at seed dispersal in summer or autumn (could swap to variety of winter buds or spring flowers to consider other parts of life cycle). Recap the life cycle of flowering plants, discussing how and why seeds are dispersed. Consider what could be seen in the local area e.g. likely to be more wind or animal dispersal? Collect data about seed dispersal in the local area e.g. drawings or photos for later sorting into wind or animal dispersal. Free seasonal spotter sheets from the Woodland Trust <a href="#">here</a> (although developing an appreciation for the variety of grasses and seeds etc may be more important than naming them at this stage). Discuss and compare findings, perhaps collating results as a class in an appropriate way e.g. examples on wall display or bar charts if tallied frequencies.</p>		
<p style="text-align: right;"></p> <p><b>Adapting the activity</b> <b>Support:</b> Provide examples of labelled diagrams, work in pairs to collect/tally wind/animal examples. <b>Extension:</b> Use classification keys or apps (e.g. PlantNet) to identify plants and how disperse seeds <b>Other ideas:</b> Research seed dispersal in different regions</p>		
<p><b>Questions to support discussion</b></p> <ul style="list-style-type: none"> <li>• How do you think this plant would disperse its seeds? How can you tell?</li> <li>• What do the wind dispersers have in common?</li> <li>• How many different kinds have you found?</li> <li>• How have you recorded your findings?</li> <li>• What have others found?</li> </ul>		
<p><b>Assessment Indicators</b> <b>Not yet met:</b> Children record their findings but they may be unclear, unlabelled (seed dispersal) or unrepresentative of the area surveyed e.g. drawings of only fruits and no grasses. <b>Meeting:</b> Children meeting the objective would be able to record their findings in a way which is clear to others e.g. labelling diagrams with means of seed dispersal or creating a tally chart. <b>Possible ways of going further:</b> Considers plants where seed dispersal is not displayed e.g. at a different point in their life cycle or reproduces in a different way. May do additional research to identify unknown plants or find out more about seed dispersal.</p>		



Teacher box 4 - gather evidence in a range of ways. See TAPS pyramid for more eggs.