

Session title	Plant detectives	
Key question	How are wetland plants adapted to their habitat?	
Session description	Explore wetland habitats to identify a variety of wetland plants and the things they need to survive. Investigate the function of their different parts and discover how some of these are adapted to a wetland environment.	
Key Stage	KS2	
Duration	60 mins	

Curriculum links	KS2 Science - Identify and describe the functions of different parts of plants – roots, stem, leaves and flowers. - Explore the requirements of plants for life and growth. - Recognise that living things can be grouped in a variety of ways - Explore and use classification keys to help group, identify and name a variety of living things. - Recognise that environments can change and that this can sometimes pose dangers to living things.		
Learning outcomes	Most learners...	More able learners...	
	Will be able to identify two wetland plants Will be able to describe two characteristics of wetland plants	Will be able to describe how wetland plants (e.g. reeds) are adapted to their environment.	
Key vocabulary	Plant Leaf Habitat Environment	Stem Flower Micro-habitat Compost	Root Seed Soil Adaptation

Session Outline	Time
Introduction	5 mins
Learners are given a brief intro to WWT Martin Mere and are introduced to the key question: How are wetland plants adapted to their habitat?	
EITHER Activity 1a: Plants in their habitat. (March and April)	10 mins
In groups or pairs, learners use the Green Army booklets to find six plants, identify them and record their survival method/s.	
OR Activity 1b: Plants in their habitat. (May to October)	10 mins
In small groups or pairs, learners use the laminated circles to locate, identify and discuss specific plants in that particular wetland habitat, e.g. meadow.	
Activity 2: Close observation and drawing.	20 mins
Learners work in pairs to observe, draw and annotate pictures of plants in the area.	
Activity 3: The food-chain head-band game.	10 mins
Learners solve the challenge of the food-chain headbands – in small groups, each child wears a headband and is one member of a food chain. They have to arrange themselves into the correct order.	

Session leader scaffolds as appropriate, depending on their prior knowledge, their understanding of a plant as 'producer' and the order of the food-chain.	
Plenary	5 mins
We refer back to the key question and learners are invited to share what they have learned and to ask any remaining questions.	