

GRAND ♦ JUNCTION

AT ST MARY MAGDALENE'S
PADDINGTON

SCHOOLS' WORKSHOPS

Resource Pack

Our Natural World: Local Life

Chapter 2 | Plants and Habitats



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Reminder of how to make a bee hat

Please refer to the video for a demonstration



Bee antennae



Fold your A4 black paper length ways. Fold it length ways again.

Cut along your folds making 4 strips.

Fold your strips in half length ways & tape 2 strips together making your headband.

Cut the other 2 strips in half along the folds. Then glue two ends together in a corner shape.

Fold one strip over the over.

Keep doing this until you come to the end of the paper strips and glue to fix in place.

This is your antennae. Do again with other two strips of paper.

Glue a yellow circle to each end of your antennae.

Bee Face

Fold your A4 yellow paper in half (like you're making a greetings card).

Then fold in half again.

Unfold and cut down central fold making two yellow rectangles.

Cut 1 of your yellow rectangles into a triangle shape.

Add eyes.

Assemble

Glue yellow face onto headband.

Glue antennae onto yellow face.

Tape headband together measuring it around your head.

Now buzz off!

Name that plant!



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____



9 _____

Humans and the environment

Humans impact our physical environment in many ways

Can you write down four examples?

See some images below to help you.



1 _____

2 _____

3 _____

4 _____



Can you find these words in the word search?

Soil: Soil is a mixture of organic matter, minerals, gases, liquids, and organisms that together support life.

Pollen: Pollen is a fine powder produced by certain plants, that form seeds.

Water: A clear fluid that feeds plants, animals and humans.

Petals: Petals surround the reproductive parts of flowers. They are often brightly colored or unusually shaped to attract pollinators.

Sprout: Sprouting is the natural process by which seeds or spores germinate and put out shoots.

Stem: The main body or stalk of a plant or shrub, typically rising above ground but occasionally underground.

Rain: Rain is liquid water in the form of droplets that have condensed from atmospheric water vapor and then become heavy enough to fall under gravity.

Flower: A flower, sometimes known as a bloom or blossom, is the reproductive structure found in flowering plants, often really colourful and beautiful.

Fruit: Fruit, the fleshy or dry ripened ovary of a flowering plant, enclosing the seed or seeds.

Pollinate: Pollination is the transfer of pollen from a male part of a plant to a female part of a plant, later enabling fertilisation and the production of seeds, most often by an animal or by wind.

Plants Word Search

Name: _____

P	O	L	L	I	N	A	T	E
F	L	O	W	E	R	L	L	N
S	R	P	P	R	S	L	T	O
U	H	U	E	E	S	P	U	I
M	G	N	I	T	P	O	O	L
E	N	D	H	T	A	L	R	L
T	G	I	S	O	I	L	P	P
S	D	G	A	F	F	E	S	V
W	A	T	E	R	A	N	S	D

soil

pollen

water

petals

sprout

stem

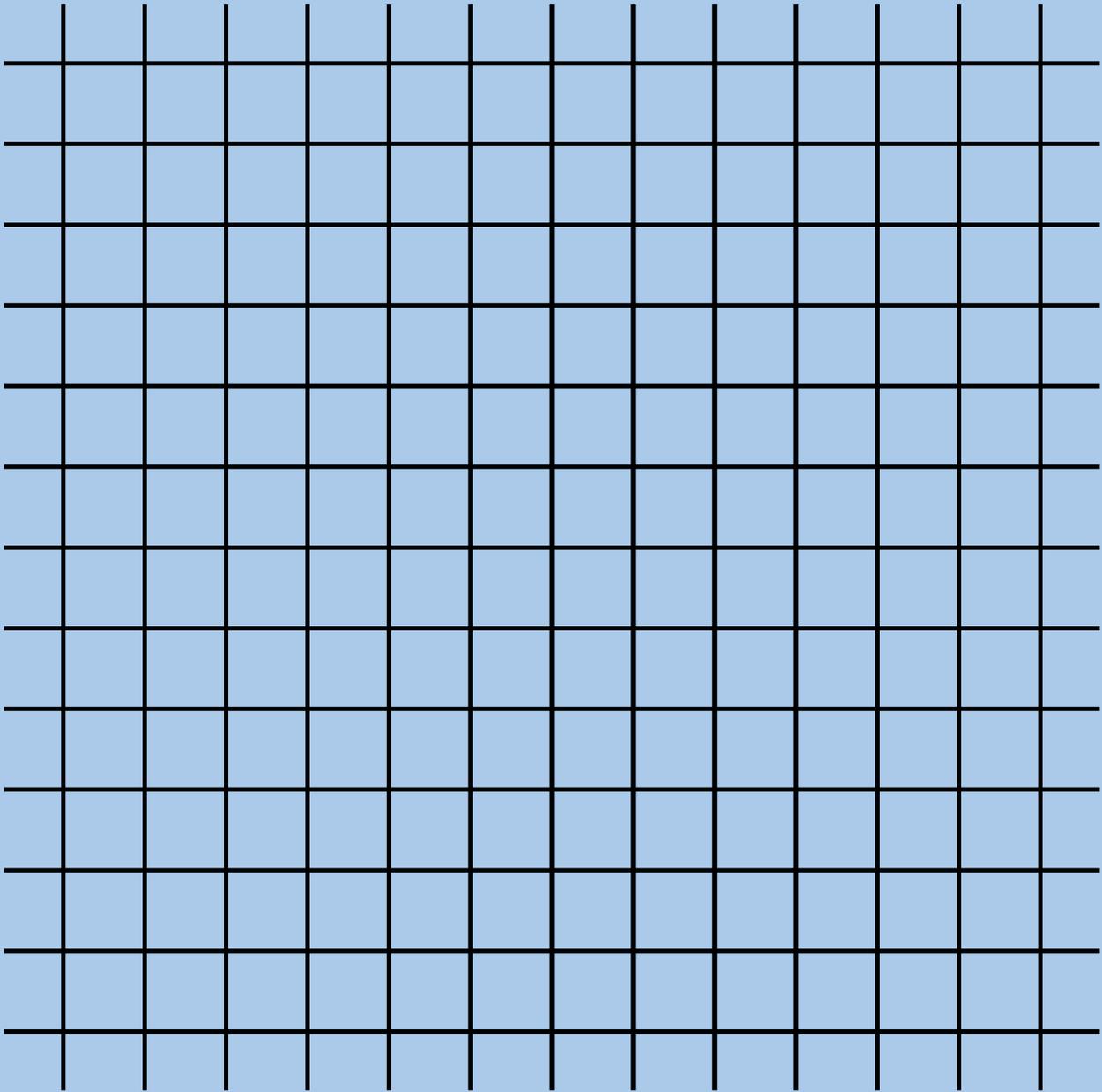
rain

flower

fruit

pollinate

Can you make your own word search, using words about Plants and Habitats?



Hidden Words:



Plants and Habitats Rap Recap

Chorus:

**Listen up class for something funky and factual
I'm about to take you through a world that's natural
This all actually happens but it seems so magical
We've gotta look after all the plants and animals**

Verse 1:

**That's from the blue whale down to the bumblebee
They all play a key role like they're in a football team
It's great, witnessing living things collaborate
These winged insects help flowers to pollinate
Bees go from flower to flower, getting nectar
Picking up pollen grains from the stamen
Transporting them to the next flower's stigma
Or pistil, that's we call pollination
Now at the bottom of the pistil are the ovules
Kept in the ovary, a little locked chamber
And when the pollen meets the ovules
They turn into seeds – that's what we call fertilisation
Then from the seeds grow the flowers and the process repeats
Wouldn't you agree that's amazing?
So next time you see a field full of flowers
Just pause and think about these wonders of creation**



Chorus:



**Listen up class for something funky and factual
I'm about to take you through a world that's natural
This all actually happens but it seems so magical
We've gotta look after all the plants and animals**

Verse 2:

**Now we're all part of an ecosystem
Some we can see, others nature keeps hidden
They all depend on soil, climate and water
I'll explain what I mean if you keep listening
Now of these 3 essential elements
I'll start with soil, meaning the ground, our source of nutrition
The climate means the weather and the temperature
And water's the liquid we need for existence
Flora and fauna means plants and animals
And they all form part of a food chain
There's freshwater flora called algae
So I'll use that as an example to explain
Flies eat the algae, fish eat the flies
Birds eat the fish when they swoop down from the sky
To grab it in their talons, but so much more happens
So we've gotta try our best not to upset the balance**

Chorus

**That was something funky and factual
We just travelled through a world that's natural
This all actually happens but it seems so magical
We've gotta look after all the plants and animals
Yeah, that's all the plants and animals
Yeah, that's all the plants and animals
We've gotta look after all the plants and animals
'Cause we're all this planet's inhabitants, after all**

Performing Arts based Activities



Song/Rap:

Can you learn the choruses and write your own verses? What other information can you remember from the video?

Work in small groups and write a new verse. Can you make the end words of each line rhyme?

Drama/Acting:

1,2,3 Game.

Find a partner and stand opposite them.

Person A says 1, person B says 2 and person A says 3, keep going, so person B says 1, person A says 2 and person B says 3.

Then instead of saying 1, decide in your pair on a word, something from nature, for example 'tree'. So the sequence goes like this;

Tree, 2, 3, Tree, 2, 3, Tree, 2, 3.

Then replace the 2 with another word from nature, for example 'Hedgehog'. So the sequence goes like this;

Tree, Hedgehog, 3, Tree, Hedgehog, 3.

And finally replace the number 3 with a final object from nature for example 'Bee'.

Practise your new sequence - Tree, Hedgehog, Bee, etc.

Then decide with your partner on some actions to go with them.

For example;

Tree - lift your arms up high above your head

Hedgehog - bend down low with your fingers spiked up on your back

Bee - Make tiny wings with your hands either side of your head and flap them.

Extension: Try going really fast without getting confused and try removing the words completely and just do the sequence with movements only.

Dance/Movement:

In small groups of 3 or 4 children, decide on three nature based motifs.

A motif is a movement or a few movements together that represent something, or a recurring theme throughout a dance piece (like a chorus of a song).

Think about nature, plants and habitats and start with this theme to create your first motif. For example your first motif might be you starting crouched down on the floor and slowly growing up like a tree, plant or flower.

Your second motif might be a fast bird swooping down to eat some fish in the pond. How can you create wings and do a swooping action with your body?

Once you have all three actions/motifs. Can you put them together and create a sequence?

Things to think about:

1. Different dynamics. This means fast, slow, low, high, smooth, jittery.
2. Telling a story - Does your piece of dance tell a story?
3. Unison or Cannon - Do the group all dance at the same time (unison) or does one dancer start, then the next one starts a few seconds later? (cannon)
4. Do you need music for your dance? How are you going to choose the music? Is it calm, loud, funky?
5. Can you repeat the dance, making it cyclical? Try finishing the routine then starting again speeding up or slowing it down.

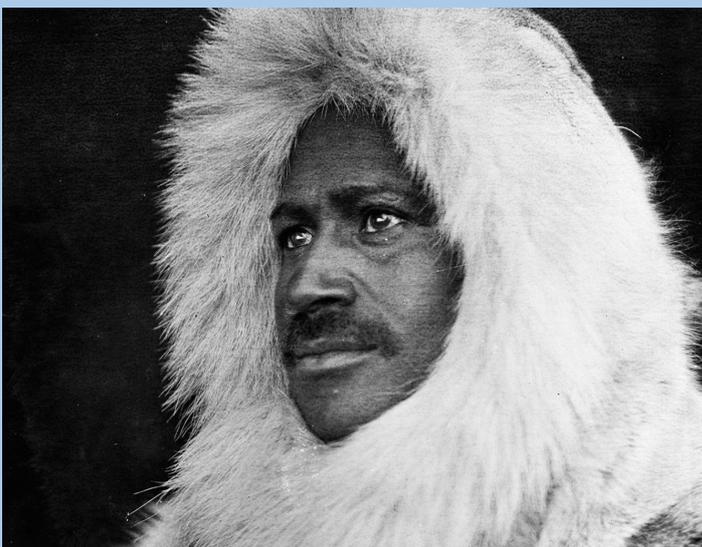


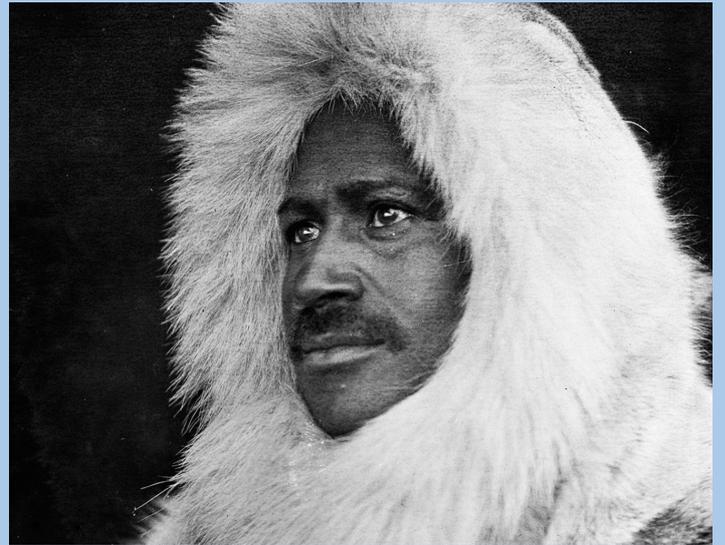
AMAZING EXPLORERS

Can you draw a line from the name to the correct explorer?



Mansa Musa,
Mary Seacole
Bessie Coleman
Matthew Henson
Zora Neal Hurston





AMAZING EXPLORERS

Now choose one of these incredible explorers and research their lives.

What type of exploring did they do?

Where did they go?

When and where were they born?

What positive change did they make to the world?



**** Answers Page ****



Name that plant answers

1. Daisy
2. Sweetcorn
3. Dafodil
4. Oak Tree
5. Courgette
6. Rose
7. Horse Chesnut and Coners
8. Blackberries
9. Mint

Amazing Explorers answers

- Top left - Mary Seacole
- Top right - Zora Neal Hurston
- Bottom right - Mansa Musa
- Middle left - Bessie Coleman
- Bottom Left - Matthew Henderson

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