

# Plants: Plants We Eat

<p><b>Aim:</b> To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy by explaining what conditions plants need to grow well. I can describe what plants need to grow and stay healthy.</p>	<p><b>Success Criteria:</b> I can explain that plants need water, light and a suitable temperature to grow well. I can explain that different plants have different needs.  I can give examples of food crops. I can say how to care for food crops so they grow well.</p>	<p><b>Resources:</b> <b>Lesson Pack</b> Mini whiteboards and pens, class pack Cress plants prepared in the previous lesson A variety of plants that are food, including fruit, grains and vegetables from different parts of plants.</p>
<p>To use observations and ideas to suggest answers to questions by using the results of tests to suggest good conditions for growing plants for food. I can use my observations to say what food crops will need to grow and stay healthy.</p>	<p><b>Key/New Words:</b> Comparative test, compare, prediction, germinate, grow.</p>	<p><b>Preparation:</b> <b>Differentiated On the Farm Activity Sheet</b> - 1 per child <b>Differentiated Comparing Seeds and Bulbs Activity Sheet</b> - 1 per child <b>Plant Growth Table Activity Sheet</b> - 1 per child <b>Seeds and Bulbs Word Mat</b> - as required</p>

**Prior Learning:** Children will have planted cress to grow in different temperatures in lesson 4.

## Learning Sequence

  	<p><b>Comparing Seeds and Bulbs:</b> Children measure their sunflower and narcissus plants with a ruler and record the result in their <b>Plant Growth Table Activity Sheets</b>. Children fill in the differentiated <b>Comparing Seeds and Bulbs Activity Sheet</b> to record the growth of their plants by drawing them, and writing descriptions using the <b>Seeds and Bulbs Word Mat</b> for support.</p> <p>Children write a sentence to describe their plants using the <b>Seeds and Bulbs Word Mat</b> for support.</p>	  
	<p><b>What Do Plants Need?</b> Remind the children about the cress that was planted in the previous lesson, and ask children to reassemble into their pairs. Ask the children to predict which cress will have grown the best. Encourage the children to give reasons for their answers. Distribute both cress plants to each pair, and give the children time to compare the two. Using the <b>Lesson Presentation</b>, explain that plants grow best at a suitable temperature, but this temperature differs from plant to plant. Ask the children if they can remember the other two factors that they have learnt affect plant growth.</p>	
	<p><b>Plants We Eat:</b> Take suggestions of plants or parts of plants that we eat. Explain the main groups of edible plants, with examples, inviting children to name foods that they recognise, and familiar ways that they eat these foods. After this, give children one minute to <b>write down five examples of food</b> that comes from plants on their whiteboards.</p>	
	<p><b>From Farm to Fork:</b> Explain that most of the plants we eat are grown on farms, before they are sold to shops and ultimately bought and eaten by the consumer. Watch the video to explore some of the different strategies used by farmers to make sure their plant crops grow well.</p>	
  	<p><b>On the Farm:</b> Children complete the differentiated <b>On The Farm Activity Sheet</b>, <b>drawing some foods</b> that could be grown on their farm and writing a sentence to <b>explain what their plant crops would need to grow well</b>.</p> <p>Children write three words to describe what their plants need to grow well.</p>	  
	<p><b>Food Glorious Food:</b> Bring in a selection of food plants for the children to taste. Include food from different parts of plants. While tasting, see if children can identify the part of the plant that the food comes from, and discuss what kind of conditions the plant might need to grow.</p>	

## Taskit

**Researchit:** Find out about the different spices that are used in cookery around the world.

**Cookit:** Why not make a delicious vegetable soup? Try [this recipe](#), or create your own parts of the plants recipe.

**Readit:** Read 'The Vegetables We Eat' by Gail Gibbons to find out more about the parts of plants that we eat.