



Curriculum links

Subject	England	Scotland	Wales
Science	Explore the parts that flowers play in the life cycle of flowering plants, including pollination. Identify and describe the functions of different parts of plants.	Learners explore the rich and changing diversity of living things and develop their understanding of how organisms are interrelated at local and global levels.	To learn the names and uses of the main external parts of plants.

Objectives

To understand that flowers have adapted to attract insects for pollination.

To know the different parts of a flower and be able to label them.

Resources:

Worksheet, pencils and colouring pencils



Activity

Starter

Viewing **Slide 2**, ask the class to complete task 1 on their worksheet.

Task 1 guidance: Write down what makes a flower attractive to them. Do they have any favourite flowers? Can they describe them? Prompt them to think about their different colours, shapes, smells.

Discussion: as a class their answers to Task 1.

Main – PowerPoint® presentation guidance

The first part of the main is to run through the presentation slides and use the **key discussion points** below to stimulate conversation.

Slide 3 Can anyone think of examples of flowers with different colours, shapes and sizes?

Slide 5 Ask the class to think about why flowers might need to attract insects. How can insects be helpful to flowers? Encourage them to think about the movement of pollen as they move from one to another.

Slide 8 Discuss if anyone has seen pollen on a flower before, did they know it can come in many different colours, not just yellow? Some pollen is red, blue, white etc.

Slide 9 Aside from the pollen, what else might a bumblebee look for when visiting a flower? Bumblebees collect pollen for their young and need nectar to feed themselves.

Slide 12 Discuss different types of seeds that they can think of. Have they seen any on plants in real life? **Examples:** sunflower seeds, dandelion clocks.

Once you have completed the PowerPoint, ask the class to complete Task 2 and 3 on the worksheet.

The following tasks can be carried out independently or in pairs.

Task 2 guidance

1. Ask the pupils to label the parts on the flower.
2. Give the class 10 seconds to look at **Slide 14** with the labels, *without* writing anything down. Switch to Slide 15 and give them 30 seconds to write as many labels as they remember on their worksheet. Repeat **three** times.
3. If necessary, provide the class with two minutes to speak to people at their table, to see if they have the ones they have missed.

Task 3 guidance

Ask the class to put the pollination story into order by numbering the images **1–8**, with '1' being the start of the story and '8' being the end.

Optionally, the story could be cut-out to reorder and annotated sequentially. This could be glued on to a plain sheet of A4.

Pollination story in correct order:

1. A bumblebee spots a flower's beautiful petals and stops on the flower.
2. While visiting the flower, some pollen gets attached to the bumblebee's hair.
3. The bumblebee also collects some pollen to take home to her young.
4. The bumblebee visits a new flower.
5. Some pollen rubs off onto the new flower's stigma.
6. The pollen travels down the style to the ovaries.
7. Pollination has happened and seeds are formed.
8. Some of these seeds will be eaten by animals and some will grow into plants.

Optional plenary

Task 4 guidance

Remind the students that the petals on a flower are often beautiful and bright to attract insects. Ask them to get creative by using their imaginations to create their own flower to attract bumblebees, on a new piece of paper. It can be as bright, colourful and interesting as they like. If possible, they should include the parts of a flower that they have learnt.



Use the flower creations to cover a wall and make a **bumblebee-friendly display!**