

Timing: 1 hour

# Who pollinates plants?

level: KS2



## Differentiation by (outcome/task/teacher input)

### Learning objectives

Children should learn:

- \* That flowering plants reproduce and have many different stages in their lifecycle.
- \* Pollination is the process of the transfer of pollen from one flower to another.
- \* The main types of pollination are wind and insect.
- \* Examples of insect pollinators.

### Learning outcomes

- \* All students will be able to describe pollination as the process of transferring pollen.
- \* Most children will be able to name the two main methods of pollination and give one example of each.
- \* Some children will be able name three different animal pollinators.

### National Curriculum links

- \* Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.
- \* Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- \* Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

### Previous knowledge expected from students

Basic understanding of parts of a plant and their functions.

### Key words/concepts

Life cycle, pollination, flower, pollen, stamen, stigma, petal, pollinator.

### Aims

- \* To know that pollination is a main stage of a plant lifecycle.
- \* To explore different methods of pollination.
- \* To discover and record pollinators.



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## Session outline

### Starter (15 minutes)

#### Presentation

Run through who pollinates plants  
PowerPoint, with questioning/discussion  
for each slide.

#### Assessment

Whole class  
questioning.

#### Resources

Who pollinates  
plants PowerPoint  
and background  
information.

### Pollinator spotting (25 minutes +)

Take the class to an area with flowering plants  
(if not in school grounds, a local greenspace).

Children work in pairs to use the spotter sheet  
to identify pollinators on the flowers. Pairs to  
tally how many of each pollinator they spotted.

#### Assessment

Paired work –  
checking correct  
identification  
and filling in of  
chart.

#### Resources

Spotting sheets,  
clipboards,  
pencils.

### Wash hands and return to the classroom

### Plenary (five minutes)

- \* Discuss which was the most common pollinator they saw.
- \* Return to the flower diagram and ask for the flower parts and functions.
- \* Ask ‘what would happen if there were fewer pollinators?’ and ‘what would happen if there were fewer flowers?’

### Key health and safety points

- \* Talk to children about how to be safe around bees and wasps.
- \* Reminders over not eating plants/berries etc and keeping hands away from mouths when out and about.

### Extension work

- \* Sketching of flowers and plants.
- \* Produce graph showing numbers of pollinators spotted – collate records from whole class.

### Further work (post session)

- \* Explore other methods of pollination and other pollinators.
- \* Bumblebee craft – use the PowerPoint to create bumblebee or other insect pollinator finger puppets.