



Hello Trees Resource Sheet

What to look for outdoors all year

Tree Identification Clues


 'I wish I had learned which tree is which when I was a child'.
(I would be rich if I had £1 for each time someone has said this to me.)


 What a gift we can give a child: a whole life enhanced by knowing about trees.




'Pupils should be taught to **identify and name** a variety of common wild and garden plants, including **deciduous and evergreen trees**.'


The National Curriculum Year 1 Science programme of study, Plants, Statutory requirements

 So we had better get on with it!


 Any time is a good time to get to grips with tree identification.

 Remember, there are **6 clues to tree identification**:

 far too many for all at once.

 So, we break it up into two lots of 3.

In Spring, Summer and Autumn, we have 3 clues:
leaf, flower and fruit (note the 'f' sound).

 If I asked you, 'What does holly look like?'
I think you would picture a holly **leaf**.

The **leaf** is a Big Clue. We remember the Big Clue with our Big Finger.

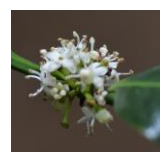


Put up the 3 middle fingers of your right hand – like the Scout and Guide Associations' salute - your middle finger, your biggest finger, reminds you of the most obvious clue to the tree's identity, the **leaf**.



Picturing holly, perhaps you also thought of its red berries, its **fruit**?
The fingers on either side are the **flower** and the **fruit**.

First, we have the **flower** (so that is our first finger),
then the flower turns into the **fruit** (so that is the other finger).





Hello Trees Resource Sheet



What to look for outdoors all year

Tree Identification Clues

In Winter, we have the other 3 clues to tree identity:
bark, branching and **buds** (note the 'b' sound).



Put up the 3 middle fingers of your left hand. Again, your middle finger, is your biggest finger. It reminds you of the biggest thing about a tree, the whole tree, the shape of its **branching**.



Imagine touching a sticky bud with your forefinger. Yes, your forefinger reminds of the **bud**.



And your ring finger reminds you of the **bark** which, like a ring, goes around the tree!



Now we know what to look for, we know how to identify a tree. We can build up our expertise one tree at a time.

Let's start with holly. You already know its **leaves** and **fruit**.

And you know from the song that 'the holly bears a **flower**, as white as any snow'.

What else must we look for? Can you picture holly **bark**? Holly **buds**? Holly **branching**?



Let's go on a holly tree hunt. Find an old churchyard.

Find a holly tree in it? I would be surprised if you don't!



With your arm, draw the shape of the tree, its **branching**, in the air? Is the shape wider than tall or taller than wide? 'Egg shaped' or 'conical' - or some other shape?

Are its **buds** 'pointed' or 'rounded', 'green' or 'purple' - or 'some green and some purple'?

Are there **flowers** or **fruit**? If not, you have something to look forward to!



What else can you do?

- take photos
- make bark rubbings
- draw the leaves, flowers or fruit
- find out [more about holly flowers](#)
- find out [which birds eat holly berries](#).
- think of words to describe each clue
- make a video of you describing the clues to holly tree identification



You are on your way to being an expert in tree identification!

For easy-to-read books with clear photographs of all tree-identification clues, see the [Hello Trees Explorer Kit](#).

Before you know it, you will have taught yourself to 'identify and name common trees', a National Curriculum KS1 Y1 Science statutory requirement!