

KS1 Y1 Plant Science

Summer Lesson Plan

Trees + tree identification

- Objectives:**
1. Understand the **DIFFERENCE BETWEEN TREES and OTHER PLANTS**. (5 mins)
 2. Know **'TRUNK', 'BRANCHES', 'ROOTS', 'LEAVES', 'FLOWERS' 'FRUIT' 'BARK' 'CROWN'**. (20mins)
 3. Be able to **IDENTIFY & NAME COMMON TREES**. (15 mins at story times)
 4. Know the difference between **'DECIDUOUS' and 'EVERGREEN'**. (Part of meeting other objectives)



You will need:

1. a plant in a pot;
2. images of trees showing trunk, branches, leaves & flowers or fruit;
3. [Hello Trees books](#) to read at story times;
4. Optional: Hello Trees free-to-download worksheets: [Tree Structure](#) and [Tree Identification](#);

Before the lesson: Ask pupils to look at a tree.

Use words: **Trunk, branches, bark, leaves, flowers or fruit. Roots.**

What can they **See**: size, colour, leaves, bark. **Hear**: birds? Rustling? **Feel**: rough? Smooth?

Smell: crush a leaf (only one!) Wash hands after touching!

Not see! What might be underground? **Roots** to anchor the tree and absorb water.

LESSON



Differences between trees and other plants. Share photos

Compare the plant in a pot to trees.

Elicit: trees are **TALL, WIDE**.

Elicit: trees have strong **WOODY TRUNK & BRANCHES**.

Trees being woody makes them different from other plants.

5 mins



Tree structure: ask pupils to stand and imagine that they are a tree

Legs together. Torso and legs make a **STRONG TRUNK**.

Arms wide for **BRANCHES**.

Fingers spread for shoots to hold **LEAVES, FLOWERS, FRUIT**.

Feet spread as **ROOTS**. Toes lots of roots taking water from ground to tree.

Imagine: a breeze, then stronger winds but trunk stays strong.

Leaves fly off. This is a **DECIDUOUS** tree. NOT an **EVERGREEN** tree.

5 mins



Reinforce tree structure.

Let each pupil draw a tree.

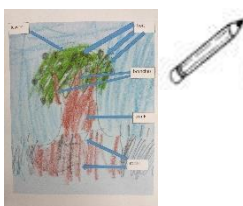
Label **TRUNK, BRANCHES, ROOTS, LEAVES, FLOWERS/FRUIT**.

Reiterate: **roots take water from ground to tree**

Or use Hello Trees ['Tree Structure Worksheet'](#)

Display in Science Diary Evidence for OFSTED


15 mins





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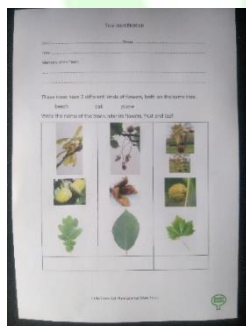
Summer Lesson Plan

Trees + tree identification

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|  | <p>Read 'Olly Oak' so 'pupils will be able to IDENTIFY and NAME OAK TREES'.</p> <p><u>Emphasise:</u> This book is about an OAK tree.</p> <p><u>Emphasise:</u> an oak tree's branching, buds, bark; leaf, flowers, fruit.</p> <p><u>Emphasise:</u> We will always be able to identify an oak tree because we know its Branching (crown shape) Buds, Bark; Leaf, Flowers, Fruit.</p> <p>3 'b' sounds and 3 'f' sounds. (3-fingered Scout salute as aide memoir)</p> <p><u>Elicit:</u> pupils' own words to describe oak branching, buds, bark; leaf, flowers, fruit.</p> <p><u>Reinforce and reiterate with the class</u> characteristics of oak tree Branching, Buds, Bark; Leaf, Flowers, Fruit.</p> | <p>15 mins</p> |
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|  | <p>'able to identify and name common trees', KS1 statutory requirement, read other Hello Tree books at story times,</p> <p><u>Reinforce and reiterate with the class</u> the characteristic nature of each tree's Branching, Buds, Bark; Leaf, Flowers, Fruit.</p> | |
|  | <ul style="list-style-type: none"> - confident readers to read on their own - read in pairs. | <p>Ad hoc</p> |



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| <p>To practice 'identifying and naming common trees' use free Hello Trees Tree Identification Worksheets on the whiteboard all together, or pupils on their own or in pairs.</p> | <p>Ad hoc</p> |
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| <p>Optional extra: - play 'Eye Spy things made of wood'.</p> <ul style="list-style-type: none"> - share images of things made of wood. <p><u>Reinforce:</u> wood is very STRONG and a bit flexible.</p> <p><u>Reinforce:</u> Trees have a woody trunk and branches.</p> | |
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| <p>Movement to end the lesson and reinforce the word CROWN</p> <p>Ask children to stand up to make the shape in the air of an oak tree's branching, which is called its CROWN.</p> | <p>5 mins</p> |
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| <p>PLENARY 1. Trees being WOODY makes them DIFFERENT FROM OTHER PLANTS.</p> <p>2. Pupils know TRUNK, BRANCHES, ROOTS, LEAVES, FLOWERS, FRUIT, BARK, CROWN.</p> <p>3. Pupils can IDENTIFY & NAME OAK TREES.</p> <p>4. Pupils are learning to IDENTIFY & NAME other COMMON TREES.</p> <p>5. Pupils know the difference between DECIDUOUS and EVERGREEN trees</p> |
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