

KS1 Y1 Plant Science

Plant Science Lesson Plan 1, September Introduction to trees, oak

Objective: 1. Understand the **DIFFERENCE BETWEEN TREES AND OTHER PLANTS**
2. Be able **TO IDENTIFY AND NAME OAK TREES**. 3. Get to know the nature of **WOOD**.

You will need:

1. a **plant** in a pot;
2. Hello Trees book [Olly Oak](#);
3. wooden things in the classroom (eg table, chair door),
4. small wooden objects (eg puzzles, musical instruments);
5. images of things made from wood (eg shed, telegraph pole, wood-framed house, **musical instruments**. Choose images that allow cross curricula links: houses in **different countries** (geog), in **different times** (history), woodcraft (**art, design**).



Pupils will need: Way to create a **Tree Diary**: exercise book or add to a class wall diary.

Scientific method

Before the lesson: Outdoors in **local environment** (or in 'home time'), ask pupils to prepare to tell the class all about a particular tree – 'their tree'. **Suggest** the **kind of things** they might like to be able to describe: **See**: size, colour, leaves, insects on its bark and leaves. **Hear**: birds? Rustling? **Feel**: rough, smooth. **Smell**: crush a leaf (only one!) Wash hands after touching!

LESSON

English Geog Plants Materials Animals

Describe trees: Ask pupils to **describe** 'their trees', trees round the school, use tree images. **Where** is the tree? Consider all **senses**.
Illicit: **TRUNK, BRANCHES, LEAVES**. Illicit: **size, TALL, WIDE**.
Illicit: **WOODY, STRONG** (Trunk is **WOOD**. It must be very **strong** to hold up the branches).
Did the children see or hear **birds or insects**? Illicit: **interdependence, habitat**.

Method Plants Maths

Differences between trees and other plants.
Ask pupils to **compare** the plant in a pot to trees. Reinforce: **size, TALL, WIDE**.
Reinforce: **TRUNK, BRANCHES**. Reinforce: **WOODY, STRONG**.



Plants Maths PE Seasons Materials

Ask pupils to imagine that they are a tree: Stand with legs together so that legs and torso make a **STRONG TRUNK**. Arms wide and up for **BRANCHES**. Fingers spread to hold **LEAVES, FLOWERS, FRUIT**. Feet turned out and aware of toes to be **ROOTS**.
Imagine: a **breeze** (Summer): fingers wiggle, **LEAVES** move about (**12345, 54321**); a **stronger wind** (beginning of Autumn): branches **sway** a bit, fingers wiggle madly; a **gale**: **TRUNK sways** a very little, **BRANCHES** a bit more, **LEAVES** blow off fingers.
Reinforce: **STRONG TRUNK**, made of **WOOD**, wood is very strong and a bit flexible.



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Read 'Olly Oak' so pupils will always be able to IDENTIFY and NAME OAK TREES.

- Explain that you will read a story and want pupils to tell you afterwards what they can **remember** about the **LEAVES, FLOWERS, SEEDS, BARK** and **SHAPE** of an **OAK TREE**.
- Emphasise: **WHOLE TREE SHAPE, LEAVES, FLOWERS, SEEDS, BARK**
- Pause to identify **dormouse**. Get pupils to put their hands together to make a cup: a dormouse would **fit inside**; lives all its life in **trees** (**nest and food**); **sleeps a lot**.
- Emphasise '**ACORN**', and that it is the name for the **SEED** of an oak tree.
- Emphasise the change in **seasons**: cold, flowers coming out, **seeds forming**, **cold**.
- Emphasise houses can be made from oak **wood**.

Plants
English
Maths
Animals
Seasons
Materials



Comprehension: IDENTIFY and NAME OAK TREES

- Elicit: **LEAF** (shape, colour, size), **ACORN** (shape, feel, colours, size), **BARK** (colour, feel).
- Ask pupils to draw with their finger in the air, and then on their hand: the shape of an **OAK LEAF**, an **ACORN**, the **WHOLE TREE SHAPE OF AN OAK TREE**.
- Elicit: what oak wood is used for: emphasise strength of wood.

Method
Plants
Materials



Interaction: NATURE OF WOOD

Look at wooden things in the classroom, show photographs of things made from wood.

- **WOOD** is solid, strong, brown,
- **WOOD** is warm to touch (good insulation: keeps out cold, keeps in warmth).
- **WOOD** comes from trees. Can grow more trees to replace the ones used (sustainable).
- **WOOD** is best material if we want strong, available, sustainable, warm material.

English
Plants
Materials

Geog
History
Method
Music

Cross-curricular possibilities: Materials: wood compared to metal.

Geog: some countries have **forests**, some have **no trees**. **History**: houses made from wood **long ago** and **now**. **English**: words to describe sound of tapping on wood: **clonk, clunk, thud**. The **word sounds like the sound?** **Compare** sound of hand against wood to wood against wood. **Music**: tap out a short **rhythm** on the wood then clap the rhythm.

Reminder: OAK, TRUNK, BRANCHES, ROOTS, LEAF, FLOWERS, SEEDS and BARK.
Reminder: trees are WOODY: they can be TALL and STRONG.

PLENARY

1. Pupils can now IDENTIFY AND NAME AN OAK TREE.
2. Pupils now know: TREES are WOODY, which makes them different from other plants.
3. Trees can grow to be TALL and WIDE because their TRUNK and BRANCHES are WOODY.
4. WOOD is STRONG, WARM, AVAILABLE, SUSTAINABLE.



Movement to end the lesson: Ask children to stand up and make the shape in the air with their finger of oak tree branching (like the dormouse in the book).

Follow up: for **Tree Diary**, draw a tree. Label **trunk, branches, roots, leaves, flowers, fruit**.