

KS1 Y1 Plant Science

Lesson Plan 9. May.

Horsechestnut Trees. Flowers.



Objective: 1. MATCH TREES TO THEIR FLOWERS 45 mins;
2. OBSERVE & RECORD HORSECHESTNUT FLOWERS 30 mins;
LEARN TO IDENTIFY HORSECHESTNUT TREES 15 mins at story time

You will need: 1. 2-4 'candles' of horsechestnut flowers (ones that have some flowers with yellow centres and some with red centres). 2. Hello Trees [Spring Flower worksheets](#).
3. Hello Tree book Horace Horsechestnut, and other Hello Tree books.



Optional extras: 1. A whole spray of horsechestnut leaves and a flower to show how much comes out of a sticky bud. 2. Going from tree to tree in a park looking for and describing tree flowers.

LESSON

REVISE 6 CLUES TO TREE IDENTITY;

Remember: ways to identify a tree: **leaf, flower, fruit, bud, branching and bark.**

Now that it is **Spring**, we can see leaves and flowers.

Elicit lots of comment about **Spring**: speed of change, what has changed.

We were used to seeing trees as skeletons of branches, now covered in leaves – and flowers.

FLOWERS ARE OUT NOW. LET'S LOOK AT FLOWERS.

Ask whether any pupils have **observed** any tree flowers when they have been out and about.

Elicit: descriptions of colour, **location**, size.

Ask, 'Do all trees have flowers?' We don't always notice them but, yes, **all trees have flowers.**

Ask if anyone has any ideas about why flowers are useful to a tree.

All answers acceptable, even 'to make them look pretty' (humans more likely to grow them).

Elicit: 'Attract bees', 'make pollen', 'flowers develop into seeds/fruit'.

Remember: oak (catkins+tiny red pinheads), hawthorn (white flowers with petals), birch (dangling catkins+spiky catkins), holly (small white flowers with pollen or a green blob), larch (yellow knob of pollen+soft pink cone), ash (purple bobbles with pollen or purple heads in a fan), beech (dangling pompoms+little brushes). Share photos of flowers in Hello Trees books.

Use **Spring Flower worksheets**.

Match flowers to tree names together as a class, in groups or individually.

Say, 'Some flowers we haven't done together but you might have seen.'

Help with cherry blossom, crabapple blossom, plane (Christmas-decoration bobbles),

sycamore (Chinese lantern), lime (summer flower when warm for bees, smells of honey),

hazel (catkins swinging all winter then teeny, secret, red-tuft flower in early spring).

OPTIONAL EXTRA

Elicit: seeds develop when pollen from one flower falls on the right bit of another flower.

Elicit: for pollen carried by wind, flowers have dangling catkins that sway about.

Elicit: for pollen carried by insects, flowers need to be the right colour and/or right smell.

Elicit: insects need warmth to get them buzzing around.



English
Seasons
Plants
Geog



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OBSERVING HORSECHESTNUT FLOWERS

Method
Plants
English
Art

WHAT WE ARE GOING TO DO: OBSERVE AND RECORD HORSECHESTNUT FLOWERS

Divide pupils into as many groups as you have horsechestnut candles.

Distribute magnifying glasses.

Say, 'We are going to **observe** horsechestnut flowers.'

Ask: 'What kind of things might we **observe** about a flower?'

Elicit: colour, number of petals, whether we can see any pollen.

Say: 'You will see lots of other bits in the flower. Think of **words** to **describe** them.'

Visit each group and draw attention to:

- flowers arranged around a stalk.
- 5 white petals; Books say petals are fringed with hair. Is this visible?
- shape of stamens: like a slide? Like glamorous eyelashes?
- more pollen when blaze is yellow, less pollen with red blaze?

Some pupils **draw** horsechestnut flowers, either single flowers or whole panicles to add to the **Plant Science Diary**. Say, 'We **record our observations**'.

PLENARY

Let each group **tell the class** what they **observed**.

Say, 'We have been talking about what we have found out and **communicating our ideas**'



English
Plants

HOW WE KNOW A TREE IS A HORSECHESTNUT TREE.

- **Now or at story time**, **explain**: you will read a book about a horsechestnut tree.
- **Listen up** for 6 clues to the tree's identity: **leaf, flower, fruit; branching, buds, bark**.
- **While reading**, **emphasise**: **buds, branches, bark; leaves, flower, fruit**.
- **Remember + clarify**:
 - holly and ash trees have pollen-making flowers and fruit-making flowers on separate trees.
 - Beech, larch and birch trees have both kinds of flower on the same tree.
 - Hawthorn and horsechestnut trees have one flower that makes pollen and can develop into fruit (haws or conkers).

REMINDE pupils: clues that identify horsechestnut trees: **bud**: brown, big, sticky; **branching**: overall bell shape; **bark**: grey, flaky, swirls; **leaf**: huge, like a hand with leaflet fingers; **flower**: small white flowers on a stalk; yellow blaze turns red when nectar has been taken; **fruit**: smooth brown conker in a spiky green case.

PLENARY 1. PUPILS KNOW THE 6 CLUES TO A HORSECHESNUT TREE'S IDENTITY.
2. PUPILS HAVE OBSERVED & RECORDED HORSECHESTNUT AND OTHER TREE

Method

Follow-up lessons: Observe progress of conker planted in Autumn. Is it growing into a horsechestnut tree? **Elicit**: flowers grow into conkers. Conkers grow into a new tree. Record observations in **Plant Science Diary**.