



KS1 Y1 Plant Science

Summer Lesson Plan

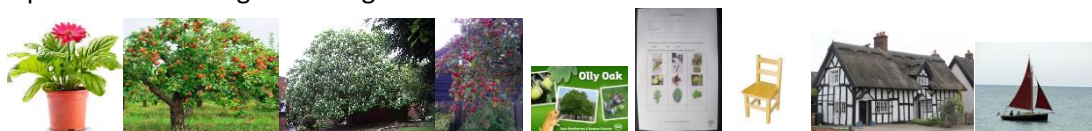
Trees + tree identification

Objective: 1. Understand the **DIFFERENCE BETWEEN TREES AND OTHER PLANTS** 5 mins
 2. Know and apply the basic **WORDS TO DESCRIBE THE STRUCTURE OF TREES** 25 mins
 3. **IDENTIFY & NAME COMMON TREES.** 15 mins at story times + ad hoc filling in Tree ID work sheets

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. Hello Trees free-to-download worksheets: [Tree Structure](#) and [Tree Identification](#);

Optional extra: images of things made from wood.



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'. **Elicit** 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 tree', trees near the school, use tree images. **Where** is the tree? Consider all **senses**. Could they reach the top of the tree?
Elicit: **TRUNK, BRANCHES, LEAVES, FLOWERS, FRUIT, ROOTS.** **Elicit:** **size, TALL, WIDE.**
Elicit: **WOODY, STRONG:** Trunk is **WOOD**. It must be very **strong** to hold up the branches.
 Did the children see or hear **birds or insects**? **Elicit:** **inter-dependence, habitat.**

10 mins

Method
Plants
Maths

Differences between trees and other plants. Share photos

Ask pupils to **compare** the plant in a pot to trees. Reinforce: **size, TALL, WIDE.**
Elicit: Tall & wide because **WOODY TRUNK & BRANCHES.** Reinforce: **WOOD IS STRONG.**

5 mins



Plants
Maths
PE
Seasons

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.

5 mins

Use Hello Trees '[Tree Structure Worksheet](#)' to reinforce words that **describe the basic structure of trees: TRUNK, BRANCH, FLOWER, FRUIT AND ROOTS.**

10 mins

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Trees + tree identification



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 **remember** and tell you afterwards the clues that tell us that this book is about an **OAK tree**.

Plants
 English
 Maths
 Animals
 Seasons
 Materials

- Emphasise: **BRANCHING** (whole tree shape), **FLOWERS, LEAF, FRUIT, 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 '**FRUIT**' that holds the **seed** of an oak tree.
- Emphasise change in **seasons**: cold, **flowers** coming out, **seeds** forming, **leaves** falling.
- Emphasise **strong woody trunk**. Houses can be made from oak **wood**.

10 mins



Reinforce clues we use to identify and name oak trees/comprehension

- 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**.
- Say 'Now we can **IDENTIFY AND NAME AN OAK TREE**.'

Method

Plants

Materials

5 mins

Seasons

Plants

How to identify and name other trees.

Three clues we use to identify an oak tree are **LEAF FLOWER FRUIT** (3 'f' sounds)

Make cub scout salute. Big middle finger gives us the Big clue: **LEAF**.

The fingers on either side are **FLOWER** and **FRUIT**. These 3 clues help us identify a tree.

Elicit that on 'our' trees, now that it is **Summer**, the **flowers** are changing into **fruits**.

By '**fruit**' we mean something containing the **tree's seeds**.

Use Hello Trees [Tree Identification Worksheets](#) to **IDENTIFY and NAME COMMON TREES** by their **flowers, fruits and leaves**.

Ad hoc



To become familiar with the clues to a tree's identity, read other Hello Tree books at story times, and make them available for confident readers to read on their own or in pairs.

Ad hoc

Materials

Plants

Optional extra: Share images of things made of wood.

Reinforce: **wood is very strong and a bit flexible.**

Reinforce: **Trees** have a **STRONG TRUNK and BRANCHES** made of **WOOD**.

5 mins

PLENARY

1. Trees being WOODY makes them DIFFERENT FROM OTHER PLANTS.

2. Trees have a trunk, branches, roots, leaves, flowers and fruit.

3. Pupils can IDENTIFY & NAME OAK TREES.

4. Pupils are learning to IDENTIFY & NAME other COMMON TREES.

5 mins



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

1 min

Follow up: for **Science Diary**, draw a tree.

Label **trunk, branches, roots, leaves, flowers, fruit**.