

# 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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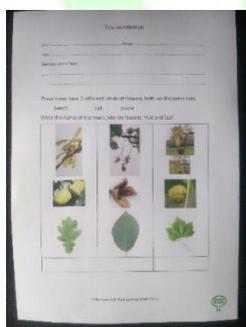
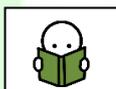
## Summer Lesson Plan

### Trees + tree identification

	<p>Read 'Olly Oak' so 'pupils will be able to <b>IDENTIFY and NAME OAK TREES</b>'.</p> <p><u>Emphasise:</u> This book is about an <b>OAK tree</b>.</p> <p><u>Emphasise:</u> an oak tree's branching, buds, bark; leaf, flowers, fruit.</p> <p><u>Emphasise:</u> <b>We will always be able to identify an oak tree</b> because we know its <b>Branching</b> (crown shape) <b>Buds, Bark; Leaf, Flowers, Fruit</b>.</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 <b>branching, buds, bark; leaf, flowers, fruit</b>.</p> <p><u>Reinforce and reiterate with the class</u> characteristics of oak tree <b>Branching, Buds, Bark; Leaf, Flowers, Fruit</b>.</p>	15 mins
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	<p>'able to identify and name common trees', KS1 statutory requirement, read other <a href="#">Hello Tree books</a> at story times,</p> <p><u>Reinforce and reiterate with the class</u> the characteristic nature of each tree's <b>Branching, Buds, Bark; Leaf, Flowers, Fruit</b>.</p> <ul style="list-style-type: none"> <li>- confident readers to read on their own</li> <li>- read in pairs.</li> </ul>	Ad hoc
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<p><b>To practice 'identifying and naming common trees'</b> use free Hello Trees <a href="#">Tree Identification Worksheets</a> on the whiteboard all together, or pupils on their own or in pairs.</p>	Ad hoc
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<p><b>Optional extra:</b> - play 'Eye Spy things made of wood'.</p> <ul style="list-style-type: none"> <li>- share images of things made of wood.</li> </ul> <p><u>Reinforce:</u> wood is very <b>STRONG</b> and a bit flexible.</p> <p><u>Reinforce:</u> <b>Trees have a woody trunk and branches.</b></p>
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<p><b>Movement to end the lesson</b> and reinforce the word <b>CROWN</b></p> <p>Ask children to stand up to make the shape in the air of an oak tree's branching, which is called its <b>CROWN</b>.</p>	5 mins
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<p><b>PLENARY 1. Trees being WOODY makes them DIFFERENT FROM OTHER PLANTS.</b></p> <p><b>2. Pupils know TRUNK, BRANCHES, ROOTS, LEAVES, FLOWERS, FRUIT, BARK, CROWN.</b></p> <p><b>3. Pupils can IDENTIFY &amp; NAME OAK TREES.</b></p> <p><b>4. Pupils are learning to IDENTIFY &amp; NAME other COMMON TREES.</b></p> <p><b>5. Pupils know the difference between DECIDUOUS and EVERGREEN trees</b></p>
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