

# Hello Trees Resource Sheet



## KS1 Science Diary Item

### Seed Gathering



You don't have to use every Science Diary suggestion!  
You don't have to do everything on this sheet! Bits in **bold** recommended.

**THIS IS AN OUTDOOR EVENT: PROBABLY AN EXCURSION TO A PARK**

**OBJECTIVE: OBSERVE, COMPARE AND CLASSIFY TREE SEEDS**



The Tree Council [Seed Gathering Season](#) is **23 September - 23 October**  
[Events](#) are taking place all over the country. Join in - or have one of your own.



You will be **DOING SOMETHING IMPORTANT**.



Trees are being attacked by imported pests and diseases.

The seeds you gather will be from trees that are flourishing in your area:



If a tree is flourishing, it is coping with pests and diseases.

If your tree is flourishing, local wildlife is flourishing alongside it.

As the Tree Council says, 'Growing seeds from healthy UK trees is probably one of the best ways of taking out insurance that there will be strong saplings to plant where gaps appear.'

**[We shall plant seeds next week]**

**WHAT YOU NEED**

- 1. Adult helpers**
- 2. A place with a variety of trees**
- 3. A paper bag and pencil for each pupil.**
- 4. Hula hoops into which to put different groups of seeds**



- 5. Some fleshy fruit (e.g. apple) open to show seeds**

**Explain** Class is going to where there are lots of trees.

Pupils will collect seeds from the trees and from the ground under trees.

They will put the seeds in a paper bag to bring back to the classroom and show the class.

We want a **variety** of seeds but **won't pick more** than we need and **won't damage** trees.

Pupils can draw or write on the bag in pencil.



Pupils must keep their fingers away from their eyes and mouth until they have washed their hands: some of the most attractive looking berries are poisonous.

Explain arrangements for getting to the park and how pupils will be grouped with adults.

✓ **Curiosity and questioning** While they are collecting, each pupil should think about



where the seeds would fall or be carried if the pupil were not gathering them:

- Would the seed be carried away by the wind: lightweight, small, dry, spin?
- Would a bird or mammal swallow the seed and poo it out somewhere else?  
Spit it out where they eat it?  
Bury it for later?  
Destroy the seed as they eat the fruit: a seed predator not a seed disperser?

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**Where would be a good place for the seed to rest?**

**Somewhere where there is ● Soil ● Water ● Light ● Space**

WORKING SCIENTIFICALLY

✓ **Experience and observe:**

**Examine seeds:** size of the seeds; their outer covering of fleshy fruit and/or hard case; their wings/parachutes; texture; smell; signs of being eaten

✓ **Curiosity and questioning** (all suggestions acceptable):

**What mammals/birds/insects might like to eat the seeds?** [larger animals need bigger seeds/more seeds/more fleshy fruits. Don't forget humans!]

**Why would they eat the seeds?** [hunger, the fruits taste nice]

**Would they destroy the seeds?** [yes, if bitten into it, no if they buried it for later and forgot]

**Would it be better for the tree if birds poo-ed or spat out the seed?** [poo further away]

**How would they find the seeds?** [sight (colour? movement?), smell]

**Would it be easy to reach the seeds?**[birds can fly, squirrels can climb, insects fly/crawl]

x Tests to answer questions: other Science Diary entries

✓ school locality: where in relation to the School pupils went to gather seeds.

x grow our own: we shall plant seeds next time.

✓ observe changes over time: see SEASONAL CHANGES below

✓ **notice patterns: ask pupils for pattern suggestions:** similar types of wing; similar types of hard casing; similar types of fleshy casing; been partly eaten.

✓ **compare: lightweight seeds with wings vs fleshy and/or nutty seeds.**

✓ **classify: put wind-dispersed seeds in one hula hoop, animal-dispersed in other.**

**Distribute seeds between hula hoops according to patterns/groups noticed by pupils.**



✓ Use secondary sources of information: [Hello Trees books](#) have examples of each kind of tree-seed dispersal: by wind, birds, animals.



[Discover Wildlife Feeding Signs](#)

✓ Develop scientific language:

'group', 'class', 'set' are all words we use for items that have something the same (or nearly the same) about them.



In botany, we also use 'Kingdom', 'Order', 'Family', 'genus'

✓ Communicate what they find: ✓ To different audiences and ✓ In different ways: as ever

✓ PLANTS ✓ Identify common trees and plants: name identifiable seeds.

✓ ANIMALS Seeds are good food for birds, mammals and insects, especially in Winter.

x EVERYDAY MATERIALS x Identify and name everyday materials

✓ Properties of everyday materials – woody casings are waterproof.

✓ SEASONAL CHANGES flowers in Spring; flowers develop into seeds during Summer; seeds are ripe by Autumn but don't start to grow until Spring ✓ Day length more light in Spring

**PLENARY: # Trees and the wildlife they support are important to us**

**# Plants - even gigantic trees - grow from seeds;**

**# Seeds must reach a place where there is ● soil ● water ● light ● space.**