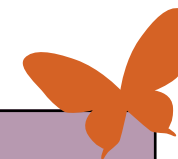


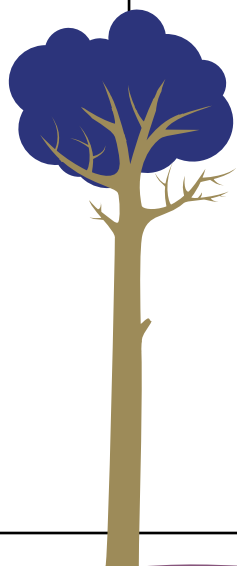
Wildlife Connections

Conservation **Term:** Spring/Summer **Subject:** Science **Topic:** Identify deciduous and evergreen trees **Year:** 1



	National Curriculum Links	Overview	Assessment/Questions	Resources
LESSON	Plants - Identify and name a variety of common wild and garden, deciduous and evergreen trees - Identify and describe the basic structure of a variety of common flowering plants, including trees. Working Scientifically - Observing closely, using simple equipment. - Identifying and classifying. Learning Objective(s) - To observe deciduous and evergreen trees. Success Criteria - I know the different parts of a tree. - I can recognise deciduous and evergreen trees. - I can count the number of deciduous and evergreen trees. - I can plot/show where the deciduous and evergreen trees are on a simple map. - I can create a bark rubbing of a tree. - I can measure the width (girth) of the trunk. - I can estimate the height of the tree.	Prior learning The majority of children should hopefully: - Have explored the natural world around them, making observations and drawing pictures of animals and plants. - Know some similarities and differences between the natural world around them and contrasting environments, and should have drawn on their experience and what has been read in class. - Have understood the effect of changing seasons on the natural world around them. In Year 1, the children: - May have had an opportunity to observe a range of wild and common plants in their school grounds. They may have had an introductory session, exploring the different types of wildlife, including the trees, in the school environment. - May have been introduced to Chester Zoo's Conservation Knowledge Organiser for Year 1. - May have had experience of making notes/records, drawings or photographs of plants. Introduction Review work on plants undertaken previously. Discuss what the children know about trees. - What types of trees are there? - Do you know the two main groups of trees? - Can you name any trees that keep their leaves/drop their leaves in the Autumn? Introduce images of evergreen and deciduous trees and discuss how to identify the trees i.e. from the leaves or needles, from the overall shape, twigs, leaf buds, bark etc. The children could refer to Chester Zoo's Conservation Knowledge Organiser for Year 1 for a visual learning aid to support them learn the definitions of common deciduous and evergreen trees. Ask the children: - Do you know what are the different parts of the tree and	- What types of trees are there? - Do you know the two main groups of trees? - Can you name any trees that keep their leaves/drop their leaves in the Autumn? - Do you know what are the different parts of the tree and what they are used for? - What are deciduous and evergreen trees? - What can you use to identify a tree? - What has influenced the trees' survival?	- Information texts on common deciduous and evergreen trees, as well as deciduous and evergreen trees plant identification charts. - Chester Zoo's Conservation Knowledge Organiser or Year 1. - STEM Learning: Seasons spotter sheets: https://www.stem.org.uk/resources/elibrary/resource/417969/seasons-spotter-sheets - Pre-prepared map of the school grounds showing trees. Master map should highlight the deciduous and evergreen trees. - Pencils and coloured pencils. - Paper and pencils for measurement of the girth/estimating the height of a tree. - Measuring a tree – see Outdoor & Woodland Learning Scotland: https://www.owlscotland.org/images/uploads/resources/filesmeasuringtrees1.pdf - Paper (for bark rubbings) and wax crayons. - Variety of art materials for display of a tree.





what they are used for?

- In pairs, the children should discuss this question and feedback. Review answers in conjunction with the following:
- Roots – anchor/support the tree so it will not blow over and for taking up water from the soil.
- Trunk (similar to the stem) - transports water from the roots to different parts of the tree.
- Bark (similar to skin) - covers the outside of the tree.
- Branches – buds/flowers, fruit and leaves grow from them.
- Leaves – makes food for the tree and water evaporates from them, keeping the tree cool. (N.B. Respiration also occurs here).

Introduce the activities. Emphasise the need to work safely and sensibly together in groups.

Activities

The children shall go around the school grounds and/or Chester Zoo's Nature Reserve area and identify, using an identification chart and the Chester Zoo's Conservation Knowledge Organiser for Year 1. Common plants and trees can be found in the grounds at Chester Zoo.

The children could count the number of different deciduous and evergreen trees. Alternatively, they could possibly colour code trees on a pre-prepared map of the school grounds, to show deciduous and evergreen trees.

(N.B. Have a master map with the deciduous and evergreen trees colour coded in advance).

Possible activities

The children can then choose or be given a specific tree in the school grounds. They could use a wax crayon to carry out a bark rubbing, making sure that they use the long, flat side of the wax crayon.

Some more advanced learners could be supported in measuring the width (girth) of the trunk of the tree and could possibly estimate the height of the tree. See Outdoor & Woodland Learning Scotland:

<https://www.owlscotland.org/images/uploads/resources/files/measuringtrees1.pdf>

Plenary

Review understanding of deciduous and evergreen trees:

- What are deciduous and evergreen trees?



Recap on the definitions. See Chester Zoo's Conservation Knowledge Organiser for Year 1 for a visual learning aid to support them learn the definitions of common deciduous and evergreen trees.

- What type of tree has needles? (A conifer which is evergreen).
- Review understanding of how to identify the tree.
- What can you use to identify a tree?

Review the findings of the children. They should feedback on the number of deciduous and evergreen trees OR where they found the trees. Compare and contrast findings and discuss any misconceptions. The children should be encouraged to explain their choices.

The children should be encouraged to ask their own questions about the conservation of these deciduous and evergreen trees. They could consider questions such as:

- What has influenced the trees' survival? (By nature and by man).

The children should be able to show their bark rubbings, if undertaken, to the rest of the class. Those children who perhaps measured the girth and estimated the height of the tree could explain how this was done to the rest of the class.

Review the learning objectives and success criteria.

Possible ongoing work

The children could support the teacher in creating a tree for display. The tree should have roots, trunk, bark, branches and leaves.

