

TOPICS	DISCOVER YOUR TREE		KEY STAGE	2	Date	08/10
LINKS	NATIONAL CURRICULUM	SC 1a; 2a, c, e, f, j, n; Ma 1d; 2i, j.				
	QCA	Science 1B Growing Plants 5, 6; 2C Variation 4, 6; 4B Habitats 5.				Page 1 of 1

Learning objectives	Structure	Plenary
<ul style="list-style-type: none"> • To understand what a tree is • To appreciate the needs of a blind person. • To use senses other than eyes • To understand the different features of a tree and techniques that can be used to record them. • To understand the different parts of a tree and what they do. <p>Assessment questions</p> <ul style="list-style-type: none"> • What is a tree? • What is photosynthesis? • How does a tree work? • How can you measure the height of tall objects? • Question their knowledge on the names of different parts of a tree <div> <p>Key vocabulary:</p> <p>Evergreen, deciduous, leaves, photosynthesis, wood, trunk, branch, tree rings, identification key, taproots, lateral roots, heartwood, sapwood, cambium, phloem, bark, estimate</p> </div>	<p>Introduction</p> <p>Take class to woodland or arboretum. Discuss what the class understand about trees drawing out vocabulary and any species the class know. Use trees to highlight parts of a tree.</p> <p>Activity 1 Choose YOUR tree!</p> <p>Divide class into pairs and explain one person will be blindfolded. The partner must then lead them through the wood CAREFULLY to a particular tree. Explain and demonstrate how to lead a blind person. The blind person must then explore their tree without using their eyes trying to get as much information about their tree. Once they have done this their partner will lead them back to the starting point. This can be done to try and disorientate the blind person. Once returned the blind person can remove the blind fold and try and find their tree. The partner can help by giving clues (getting hotter /colder). When they have found their tree they can hug it as they have found their 'friend'. Swap places with their partner and repeat activity.</p> <p>Activity 2 Discover your tree</p> <p>The groups of two must now choose which tree they would like to discover more about. They need to record information about the tree to complete the worksheet. This includes drawing the tree, collecting leaves, bark rubbing, height, girth, size of canopy, age and thinking about how it grew and what lives in the tree. Go through worksheet with class and demonstrate methods to discover their tree. Give groups a set time to complete activity. Fast groups could repeat the worksheet with second tree from activity 1.</p> <p>Activity 3 Working tree</p> <p>Role playing activity to demonstrate the different parts of a tree. Each child will help build the various parts of a tree; taproot, lateral roots, heartwood, sapwood, cambium and bark. The activity uses drama to get children to act out their roles and understand the workings of a tree.</p>	<p>Quiz class on vocabulary used as return to class.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Blind folds • Tree ID key • Worksheet • Pencil • Clipboard • 30m Measuring tape • Glue or sticky tape • Crayons • Paper (for bark rubbing) • Age conversion for tree age from girth • Calculator (if required for help with age calculation)