

## **Activity – Plant identification**

### **Year 1 programme of study (statutory requirements)**

#### **Plants**

Pupils should be taught to:

- identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen.
- identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.

#### **Notes and guidance (non-statutory)**

They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (trees: trunk, roots, branches, leaves, flowers (blossom), fruit; garden and wild plants: flower, petals, stem, leaves, roots, fruit, bulb and seed).

Pupils might work scientifically by: observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them.

#### **Resources needed**

Collecting bags (carrier bags will do)

'Which tree am I?' identification guides (laminated if possible)

An old white bed-sheet

#### **Preparation**

Find a space on the farm where there are a number of different trees and shrubs.

Print off the 'Which tree am I?' identification guide, which features most of the common native tree and shrub species. If you have other species on your farm, you could stick additional leaf pictures onto the guide.

### **Description of the activity**

Explain to the children that there are many different types of trees and plants on the farm and that their job is to find out more about them.

Split the children into smaller groups and give each of the groups a collecting bag

Identify the search area and give the children about five minutes to collect as many different types of leaves / twigs / petals / berries etc that they can find.

While the children are searching for leaves, you can lay the bed sheets down on the floor.

After five minutes, ask the children to come together around the sheet. The remainder of this activity could also be done inside and using poster paper instead of a sheet.

In turns, ask each group to lay their finds out on the sheet. Tells them to group the things that are 'similar' together. They could group by shape, colour, size, tree part (leaf/twig/berry etc).

As they are doing this, ask them to explain why they are grouping things as they are.




After the children have done this, look at the sheet and discuss the similarities.

Explain that humans put trees and plants into different groups so that we are able to know which trees and plants are which. Tree with one leaf shape will be one type of tree and trees with another leaf shape will be another type of tree.

Give each small group an identification guide. Pick a tree that you have and ask the children to find a leaf on the sheet that belongs to that tree.



## Which tree am I?

Tree	My leaf
 <p>Oak</p>	
 <p>Sycamore</p>	
 <p>Ash</p>	



Hawthorn



Hazel



Silver birch