

- ENGLISH
- PSHE
- GEOGRAPHY
- SCIENCE

<p>Lesson Plan</p> <p>Tree Propagation</p> <p>Adapt each resource to age and ability</p>	<p>General LO's</p> <p>To be able to identify important types of trees</p> <p>To understand the importance of trees, and how they benefit us</p> <p>To be able to successfully prepare a seed for planting, and plan maintenance to grow it into a seedling, sapling and tree.</p> <p>Curriculum LO's</p> <p>Science:</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Non stat: They should become familiar with common names of flowers, examples</p>	<p>(KS1 & KS2)</p> <p>Preliminary Preparation:</p> <p>Ensure to look through the Tree Propagation Factsheet (for your specific seed/tree) so you have appropriate time and resources to complete the task.</p> <p>Intro:</p> <p>If collecting seeds locally: if possible (seasonal), go on a seed walk where the group can collect as many types of seeds as possible (take the British Tree Factsheet with you and the What seed is it? Flowchart to help identify seeds on your walk).</p> <p>If seeds are already supplied: start in the class with the British Tree Factsheet and the What seed is it? Flowchart; Follow through to the main activity.</p> <p>Main:</p> <p>Return to the class to use the Seed Match Resource (use the British Tree Factsheet to help with answers), with descriptions of the differences between different seeds - use the flowchart to help with classification and seed identification for KS2.</p> <p>Begin using the Tree Propagation Factsheet (specific to your seed) to instruct the class on how to prepare the seeds and the pots.</p> <p>Extra Tasks:</p> <p>If there is time, or you wish to use additional resources to enhance the lesson, please use the following:</p>	<p>What do trees do for us?</p> <p>Should we plant more trees? If majority yes: Why should we plant more trees?</p> <p>Is it good to have a mixture of trees or different type of trees?</p> <p>Does anybody know different tree names?</p>	<p>Importance of Trees; British Trees Factsheets; Tree Propagation Factsheet</p> <p>What seed is it? - Flow Chart</p> <p>What seed is it? - Matching activity</p> <p>My Tree resource</p> <p>My School Tree Resource</p> <p>Why trees are important</p>
---	--	--	--	---

of deciduous and evergreen trees, and plant structures

Non-Stat: Pupils should be introduced to the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'micro-habitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter).

Using the [My Tree](#) Resource get the group to create something depicting what they think the tree they have just planted will look like – **or** – create their own tree and describe why it is important.

OR

Use the [My School Tree](#) Resource to investigate the tree they have planted, or one local to the school, describing its importance and microhabitats.

OR

Use the [Importance of Trees](#) resource as a reflection task for the lesson to talk about what they have learnt. Use [the Importance of Trees Factsheet](#) to aid this activity

To conclude

Revise the planting activity, and explain again how they will care for the potted seeds in the future, from seed, to sapling, to tree.