



Trees, Leaves and Seeds

[Link to activity on the RSPB website...](#)

Overview:

In this activity, children are invited to “look at a tree’s leaves and seeds to help identify the different types that they might find around them”

Teacher notes:

This activity does not cover all the statements but could be extended to cover the complete range especially for the older pupils if additional enquiry questions added, further discussion of habitats, use of / construction of keys etc. so these statements are in italics.

England Curriculum Notes

Curriculum Statements	Early years - year 2 (Ages 5-7)	Year 3 and 4 (Ages 8-9)	Year 5 and 6 (Ages 10-11)
Working Scientifically	Observing closely, using simple equipment Identifying and classifying	<i>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</i> <i>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</i>	<i>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</i>
Plants	Identify and name a variety of common wild and garden plants and animals in their habitats, including microhabitats	<i>Recognise that living things can be grouped in a variety of ways</i> <i>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</i> <i>Recognise that environments can change and that this can sometimes pose dangers to living things</i>	<i>Using keys with correct scientific groupings it could also be used as a starting point for the statement below</i> <i>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</i>

Wales Curriculum Notes

Area of Learning	Foundation Stage (4-6 years old)	Key Stage 1 (6-9 years old)	Key Stage 2 (9-11 years old)
The World Around Us	Interdependence – What else is living? How do living things survive?	Place – How place influences people, plants and animals Change over time – ways in which change occurs in the natural world	Interdependence – how do living things survive? Place – features of, and variations in places, including physical, human, climatic, vegetation and animal life.



Scotland Curriculum Notes

Curriculum Statements	Early years - year 2 (Ages 5-7)	Year 3 and 4 (Ages 8-9)	Year 5 and 6 (Ages 10-11)
Inquiry and investigative skills - Develop curiosity and understanding of the environment and my place in the living, material and physical world	<p>Explores and observes through play</p> <p>Uses their senses to acquire information</p> <p>Presents and sorts data/ information, for example, using displays, photographs, simple charts and drawings</p>	<p>Observes and collects information and makes measurements using appropriate equipment and units.</p> <p>Organises data and information and identifies significant patterns and relationships.</p>	<p>Makes observations and collects information and measurements using appropriate devices and units.</p> <p>Relates findings to the wider world.</p> <p>Collates, organises and summarises findings, with assistance, using headings or questions to provide structure for presentations.</p>
Outcomes and Experiences- Planet Earth: Biodiversity and Interdependence Biological systems: Inheritance	<p>"I have observed living things in the environment over time and am becoming aware of how they depend on each other." (SCN 0-01a)</p>	<p>"I can distinguish between living and non living things. I can sort living things into groups and explain my decisions." (SCN 1-01a)</p> <p>"By comparing generations of families of humans, plants and animals, I can begin to understand how characteristics are inherited." (SCN 1-14a)</p>	<p>"I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction." (SCN 2-01a)</p> <p>"By investigating the lifecycles of plants and animals, I can recognise the different stages of their development." (SCN 2-14a)</p>



Northern Ireland Curriculum Notes

What Matters Statement	Progression Step 1	Progression Step 2	Progression Step 3
"Being curious and searching for answers is essential to understanding and predicting phenomena"	<p>"I can explore the environment, make observations and communicate my ideas."</p>	<p>"I can recognise patterns from my observations and investigations and can communicate my findings."</p>	
The world around us is full of living things which depend on each other for survival	<p>"I can recognise that plants and animals are living things which grow."</p> <p>"I can identify, follow and begin to create sequences and patterns in everyday activities"</p>	<p>"I can recognise patterns from my observations and investigations and can communicate my findings."</p>	<p>"I can describe the features of organisms and recognise how they allow them to live, grow and reproduce for survival in their environment."</p>

