



Plants and trees: parts and clues

What this pack helps with

Identify and describe basic plant and tree structures, use observable clues to compare local plants, and distinguish deciduous from evergreen patterns over time.

Before you start

Use the diagrams to learn structure words, then observe a real local plant, safe photograph or adult-confirmed garden plant. Read instructions aloud and accept spoken answers or adult scribing.

What you need

Pencil, optional magnifier, and two safe plants or clear photographs. Leave unknown plants where they are; wash hands after outdoor observation.

Use and safety

Use pages 2–5 across more than one visit if possible. Names should be checked with a reliable local guide. Do not eat, pick or touch an unknown plant. A child may observe without touching. Record “not sure” rather than guessing.

Print A4 at actual size (100%). Child pages are 2–5; pages 6–7 contain answers, rubrics and next steps. Colour is optional; lines, labels and shapes carry every meaning.

Scope and source

Year 1 statutory work is identification, naming, structure and first-hand comparison. Habitat matching belongs mainly to Year 2 and detailed plant-part functions to Year 3; the final task is visibly labelled as a site extension. A bounded worksheet cannot replace observation across the year or establish mastery. DfE Year 1 Plants and KS1 working scientifically (England; OGL v3.0). The extension boundary follows the Year 3 plant-functions programme. Original TheLearnDen tasks and diagrams; not an official assessment. Free to print and share.

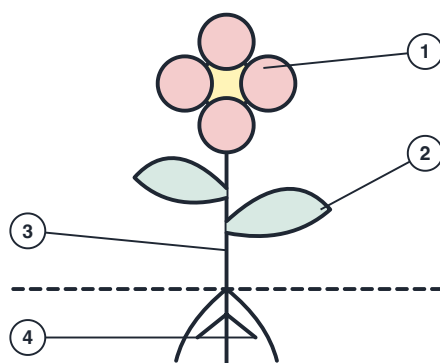


LEARN AND LABEL

Plant and tree structures

Name: _____ Date: _____

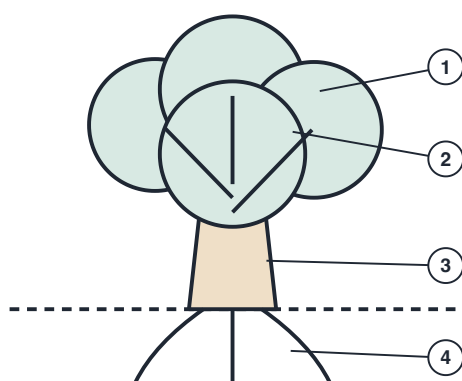
1 Label a flowering plant



flower leaf stem roots

1 _____
2 _____
3 _____
4 _____

2 Label a tree



leaves branches trunk roots

1 _____
2 _____
3 _____
4 _____



COMPARE AND CLASSIFY

Use structure and patterns

3 Compare structures

Tick true or false. Use the diagrams.

Both have roots.

☐ true ☐ false

Only a tree can have leaves.

☐ true ☐ false

A tree trunk is a woody stem.

☐ true ☐ false

Every plant has a flower all year.

☐ true ☐ false

4 Deciduous or evergreen

Match each tree word to the pattern seen across a year.

deciduous

evergreen

usually loses most leaves for part of each year

keeps leaves through the year while replacing some

Evergreen does not mean that every leaf stays forever.



FIRST-HAND SCIENCE

Observe a local plant

Observe a safe local plant or clear photograph. Do not eat or pick an unknown plant.

plant name, or not sure

place found

leaf shape or edge

flower/fruit/seed, if present

Label parts that you can actually see. “Not sure” is useful evidence.



COMPARE AND EXTEND

Use your observations

6 Compare two plants

Use two plants or photographs. Compare the same feature on both.

Feature	Plant A	Plant B
leaf		
stem or trunk		
flower, fruit or seed seen?		

Same:

Different:

My evidence:

7 Site extension: jobs of parts

Site extension: what plant parts help to do (normally Year 3)

Draw lines to match each part to what it helps to do.

roots

help many flowering plants make seeds

stem or trunk

help the plant make food using light

leaves

supports parts above ground and carries water

flowers

help anchor the plant and take in water



ADULT ANSWERS AND FEEDBACK · 1 OF 2

Respond to the evidence

Fixed keys check the printed model. Open tasks are assessed against the actual observation or drawing; do not overwrite an unexpected result with the example.

1 1: flower; 2: leaf; 3: stem; 4: roots

1 flower, 2 leaf, 3 stem, 4 roots. Use the singular word bank. The diagram is a simplified flowering plant; real plants vary and some parts may not be visible at the time of observation.

Look for: Leader lines end at the named structure. Roots are shown below the soil line; the stem supports the above-ground drawing. **Next:** Find the same parts on a safe real plant without pulling it up. Use a photograph or fallen sample if roots are not visible.

2 1: leaves; 2: branches; 3: trunk; 4: roots

1 leaves, 2 branches, 3 trunk, 4 roots. The drawing shows one simplified broad-leaved tree. Accept leaf for leaves and branch for branches when the indicated part is clear.

Look for: Trunk and branches are distinguished. The child notices parts shared with the flowering-plant diagram, including leaves and roots. **Next:** Compare the plant and tree diagrams: circle two parts both have and name one word that differs.

3 true, false, true, false

True, false, true, false. For the final statement, explain that flowering plants do not necessarily show flowers all year. A tree is a plant; “plant” here means the small flowering-plant diagram only when comparing the pictures.

Look for: The learner uses visible structures, not size alone. The learner avoids the misconception that trees are not plants. **Next:** Say: “A tree is a plant. Its trunk is a strong woody stem.” Then compare two real examples.

4 deciduous: usually loses most leaves for part of each year; evergreen: keeps leaves through the year while replacing some

Deciduous trees usually lose most leaves for part of each year. Evergreen trees keep leaves through the year while replacing some. Use usually/most and through the year. Do not teach that evergreens never lose leaves or that every bare tree is dead.

Look for: The two terms describe a pattern over time. A single observation may be insufficient to identify an unfamiliar tree. **Next:** Observe one known local tree now and again later. Record changes before deciding which word fits.



ADULT ANSWERS AND FEEDBACK · 2 OF 2

Respond to the evidence

Fixed keys check the printed model. Open tasks are assessed against the actual observation or drawing; do not overwrite an unexpected result with the example.

5 Adult-assessed observation or drawing

Example only: daisy—lawn—small spoon-shaped leaves—white and yellow flower seen—label leaf, stem and flower. Use evidence from the actual plant. “Not sure” is a scientifically useful name until checked with an adult or suitable guide. Accept a safe photograph, garden plant or fallen sample. Never eat or pick an unknown plant.

Look for: At least two observable features are recorded. Labels point to structures actually visible. The name, if supplied, is checked rather than guessed from colour alone. **Next:** Use the same fields for a second plant and compare one similarity and one difference.

6 Adult-assessed observation or drawing

Example only: both have leaves; one has a woody trunk and one has a soft-looking stem. Record only features visible in the chosen samples. Any accurate comparison supported by the two observations. Texture descriptions should come from sight unless an adult has confirmed the plant is safe to touch.

Look for: The same feature is compared across both plants. The child gives evidence for one similarity and one difference. **Next:** Sort the two plants using one observable rule, then explain where a third plant would go.

7 roots: help anchor the plant and take in water; stem or trunk: supports parts above ground and carries water; leaves: help the plant make food using light; flowers: help many flowering plants make seeds

Roots—anchor/take in water; stem or trunk—support/carry water; leaves—help make food using light; flowers—help many flowering plants make seeds. This is a visibly labelled site extension: plant-part functions are statutory in Year 3, not Year 1. Use “help” and “many” to avoid claiming every plant has the same visible structure.

Look for: Each job is matched to the named structure. The child distinguishes identifying a part from explaining its function. **Next:** Return to the observed plant and identify one structure before discussing its job.

Practice trail

Colour a circle after trying and discussing a task. This records practice, not a test score.



One useful next step: _____