

Tree Goblins (for ages 3-7) Science from Puppetry

Communication and language

EYFS NC Listening and attention:

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.



Understanding the world

EYFS NC. The world

They make observations of animals and plants and explain why some things occur and talk about changes.

Plants

Y1 NC

Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees

Everyday Materials

Y1 NC

Distinguish between an object and the material from which it is made

identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock

Describe the simple physical properties of a variety of everyday materials

Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Learn the words!

For children to use and become familiar with the vocabulary of the different types of tree, they need to use those words in conversation.

You could:

- Go on a tree walk – how many different ones can you spot?
- Collect leaves and twigs – can you name the tree they came from?
- Match leaves – talk about the shapes and colours.
- Collect seeds, pinecones or acorns.

Ask questions such as:

- What can you see?
- What does it feel like?

- Is that the same/different?
- What are the edges like?
- Which is the tallest?
- Which one do you like best?

Naming trees and observing closely

To engage the children in learning the names of trees they may find in their local area, you may like to start with a tree hunt. Collect plenty of leaves, sticks and seeds to bring into the classroom. Spend time looking at them closely. Use observations sheets, books or the internet to name what you find. You could:

- Use all your collected leaves or seeds to make a collage. Use the art of Andy Goldsworthy to inspire your art (see link below).
- Use crayons and paper to make a bark rubbing – do all tree trunks have the same patterns? Can you match the rubbing to the tree?
- Try dropping the seeds (sycamore seeds will spin, others float).
- Try pouring water on the leaves – some have pointed tips to drain the water, others are very waxy and the water forms into bobbles.
- Play leaf snap

Collect a pile of leaves each. Each player lays a leaf in turn. If they can see and name a similarity, they can call snap. Then they must explain the similarity.

'They're both leaves' and 'They're both green' are banned! You could say:

They're both long and thin.

They both have spiky edges.

They both have three points.

Ask questions such as:

- Are they all the same colour/shape?
- What can you tell me about the edges?
- Does it feel rough/smooth?
- What happens when you drop the seed?
- What happens when you pour water on the leaf?

Identifying Everyday Materials – making tree goblins



Emma uses clay, paper, sticky tape, plastic, string and many other types of materials as she builds her puppets. Look out for all the different properties of those materials as you use them to make your own puppets. Think about how you can make your goblin reflect the features of the tree it lives under. Emma uses leaf shapes, tree shapes, tree bark patterns and colours to make her goblins look like their tree homes. You might want to stop the video and discuss some of these details before you make your own tree goblins.

Ask questions such as:

Why did you choose the clay/plasticine/paper to make the face?

What do you want to use to join these parts?



How shall we make arms that bend?

What is the best materials for the stick that supports the head?

How will you make your goblin look like their tree?

Children often have misconceptions. These will become obvious as the children engage in these activities. **Listen out for them** and encourage them to keep trying things until they have worked out what is happening. Children are often surprised by the following things:

- Trees are plants– they consider plants to be plants that grow in a pot and have flowers. They are often surprised that vegetables and trees and grasses are plants
- Trees are alive.
- Children are often unaware of how much of the plant is underground.
- Plants make their own food - they don't eat soil.

As you talk to the children, you might like to **ask these key questions:**

- What can you see?
- What are you wondering?
- What is happening?
- What do you think will happen?
- What shall we try next?

Other video resources which might be useful:

<https://www.youtube.com/watch?v=f6i5cxbm6ac>

<https://www.youtube.com/watch?v=7h5TiPevd-Q>

Free resourecs:

<https://www.stem.org.uk/resources/community/collection/12534/year-1-plants>

<https://www.cityoftrees.org.uk/sites/default/files/Tree%20Detectives%20KS1.pdf>

<https://www.tes.com/teaching-resource/year-1-science-identifying-common-trees-11066896>