

## Exploring Attenborough – Key Stage 2

Available all year

Aims of session: To develop use of the senses and of navigational skills.

Learning Objectives	Structure
<p>To use the senses to explore the environment</p> <p>To collect objects for a scavenger hunt</p> <p>To follow a nature trail and treasure hunt using simple maps or numbered clues</p> <p>To use navigational aids</p>	<p>Journey Stick As we go on a journey, collect natural objects to remind you of the way home</p> <p>Photo Trail Find the location of some unusual views of Attenborough</p> <p>Compass Trail Practise using a compass in the meadow</p>

### Before your visit

- Give the children the opportunity to use a simple map of the school grounds or to draw their own maps of a known place.

### After your visit

- Take photos of locations in the school or school grounds, perhaps close ups or from unusual angles. Can the children go out and identify them?
- Provide orienteering opportunities in the school grounds, challenging the children to locate clues.

## Wild about the Green Man - Key Stage 2

Available all year

Aim of session: To use a woodland setting to discover more about this mythical character and to create artwork inspired by him.

Learning Objectives	Structure
<p>To explore myths and legends associated with woods and trees</p> <p>To use natural materials to make a Green Man mask</p>	<p>Sounds of the wood Close your eyes and take time just to listen</p> <p>Introduction to the Green Man</p> <p>Special Place As a small group, find a special place in the wood to prepare a reading of the Green Man poem.</p> <p>Meet a Tree Explore the trees in the wood from a different perspective.</p> <p>Green Man Scavenger hunt Collect materials for your sculpture.</p> <p>Green Man masks Create your own Green Man mask using mud or clay.</p>

### Before your visit

- Find out about the myths and legends surrounding the Green Man

### After your visit

- Write and illustrate your own story or poem based in a woodland setting.

## Terrific Trees – Key Stage 2

Available all year

Aim of session: To look closely at trees and the habitats that they provide.

Learning Objectives	Structure
<p>To investigate tree anatomy</p> <p>To appreciate the diversity of trees, Trees as micro-habitats</p> <p>To understand the importance of trees in the environment</p>	<p>Sounds of the Wood Listen carefully-what can you hear?</p> <p>Meet a Tree – Blindfold activity which uses the senses to find out more about a favourite tree</p> <p>Build a Tree Use children from the group to build up parts of the tree</p> <p>Animal Detectives Use your skills to find out what else has been in the wood</p>

### Before your visit

- Find out more about the National Forest and what is being done locally to plant more trees.
- Find out about the variety of creatures that live in woods.

### After your visit

- Create food chains / food webs based on a woodland habitat.
- Find out more about the folklore of trees.

## Wonderful Wildfowl – Key Stage 2

Available all year

Aim of session: To identify the ducks, geese and swans and find out more about their variations and adaptations.

Learning Objectives	Structure
<p>To use keys</p> <p>To learn how locally occurring birds can be identified and assigned to groups</p> <p>To learn about the different birds found in different habitats</p> <p>To find out how birds are suited to their environment</p> <p>To use food chains to show feeding relationships in a habitat</p> <p>To know that nearly all food chains start with a green plant</p> <p>To be safe near water</p> <p>To treat wildlife with respect</p>	<p>To follow a simple classification key to identify wildfowl pictures on a trail.</p> <p>To use binoculars to observe birds from the bird hide and record using a tick sheet</p> <p>Wildfowl adaptation activity</p> <p>Food chain game using cards, children find the other creatures to build up their food chain.</p>

### Before your visit

- Look at pictures of ducks, geese and swans. How are they similar/different?
- Learn the names of some common examples – Canada goose, Mallard, Coot, Moorhen, Mute swan.

### After your visit

- Look at a map or globe and find out which wildfowl migrate. Where do they come from? Where do they go to?
- Make up some food chains of your own, and make them part of a display. Discuss food webs.

## Brilliant Birds (Spring) – Key Stage 2

Available in Spring

Aim of session: to discover the smaller birds in our local habitat and that may live in your school grounds too.

Learning Objectives	Structure
Communication and social behaviour  Survival and feeding  To find out about the challenges facing birds building their nests  To treat wildlife with respect	Sounds of the Wood Spend a moment listening to the sounds of the wood  Find out what birds need to build their nests and make your own  Identify and match birds to their eggs.

### Before your visit

- Look at pictures of garden birds that the children are likely to see locally and find out their names (RSPB website is very useful)
- Listen to different bird songs

### After your visit

- Create food chains/food webs. Can you include predators such as a sparrowhawk?
- Why not set up a bird feeding station in your school grounds?

## Brilliant Birds (Winter) – Key Stage 2

Available October to March

Aim of session: to discover the smaller birds in our local habitat and that may live in your school grounds too.

Learning Objectives	Structure
<p>To observe, record and identify birds</p> <p>Communication and social behaviour</p> <p>Winter survival and feeding</p> <p>Simple food chains and life cycles</p> <p>To treat wildlife with respect</p>	<p>Observe the bird feeding station Find out which birds are attracted to our bird feeding station and what they like to eat</p> <p>Hot Chick Challenge Make a bird roost and see if your “bird” can survive the night by keeping warm</p> <p>Winter Bird Survival Game Winter is a tough time for birds. Can you find what you need to survive the winter and avoid being eaten?</p> <p>Bird Food Bonanza Make a bird feeder to take back to school</p>

### Before your visit

- Look at pictures of garden birds that the children are likely to see locally and find out their names (RSPB website is very useful)
- Listen to different bird songs

### After your visit

- Create food chains/food webs. Can you include predators such as a sparrow hawk?
- Why not set up a bird feeding station in your school grounds?
- Get involved in the RSPB Great Garden Bird watch which takes place each January

## Life in Water – Key Stage 2

Available from April until October

Aim of session: to investigate the small creatures that live in ponds and develop an understanding of their adaptations and relationships.

Learning Objectives	Structure
<p>To treat all creatures with respect.</p> <p>Collect and record fresh water invertebrates</p> <p>Develop understanding of adaptation</p> <p>Learn about simple life cycles and food chains</p>	<p>“Build a Pond” activity. Introduction of pond mini habitats and mini beasts</p> <p>Pond dipping Collection of mini beasts using nets</p> <p>Investigating finds A closer look at mini beasts using pond magnifiers and tick sheets, use of simple keys.</p> <p>Food Chain Game Find out who eats what in the water</p>

### Before your visit

- Discuss which creatures live in a pond and the life cycles of some of these creatures.
- Talk to the children about pond dipping and how they need to look really carefully to see everything.
- Discuss pond safety and why it is important to listen and be safe around the waters edge.

### After your visit

- Think about what we need to survive. Use pictures of different creatures to think about what creatures eat, how they move and where they live.
- Do more work on food chains and think about linking pictures with string to show what eats what.

## Plantastic – Key Stage 2

Available from April to October

Aim of session: To look in more depth at the parts of a plant, plant life cycles, variation and adaptation.

Learning Objectives	Structure
<p>To identify parts of a plant and their function</p> <p>To appreciate the diversity of plants</p> <p>To learn about plant reproduction and lifecycles</p> <p>To be aware of plants as micro habitats</p> <p>To appreciate the relationship between plants and insects</p>	<p>Plantastic</p> <p>To put together the parts of a plant and flower</p> <p>Flower Spotting</p> <p>Discover the amazing diversity of flower colour and shape</p> <p>Be a Bee</p> <p>Find out why bees like flowers and flowers like bees</p> <p>Seed Game</p> <p>Play this fun game to discover the needs of seeds.</p>

### Before your visit

- Look at different packets of seeds, what conditions do they require to germinate and grow?  
Set up some experiments to test this.
- Find out how plants disperse their seeds

### After your visit

- Design and make a fantasy flower or plant,
- Why not create a mini meadow as part of the school grounds or grow some bee friendly plants?



## Wild about Weather! – Key Stage 2 (Yr5/6)

Available all year

Aim of session: To investigate how and why scientists record the weather and how the weather affects our planet and its wildlife.

Learning Objectives	Structure
To measure the main weather elements using the correct equipment	Set up a weather station in the garden with rain gauge, thermometer, light meter, anemometer, wind vane, and record today's weather accurately.
To discover how scientist have used weather records to notice changes in the weather from the past to now.	Follow the weather trail, and record the change in temperature over the last 100 years on a line graph, and discuss findings.
Understand how a change in our weather could be due to the actions of humans.	Brief discussion of how the observed temperature rise could be the result of global warming, and how this could cause climate change.
To discover how our wildlife is Responding to climate change	Running around/collecting game in the woods to collect animals and match them up to how they have been affected by climate change.

### Before your visit

- Watch some weather forecasts and be aware that weather is composed of wind direction and strength, precipitation (rain/snow/sleet/hail), temperature, sun, visibility and cloud (type and cover)
- Look out for stories/headlines about global warming and climate change, and how it might affect people and wildlife.

### After your visit

- Design and make your own weather instruments, e.g. a cup anemometer, a rain gauge or a weather vane.
- Watch the weather forecast for the next day, and then record that day's weather...how often do the forecasters get it right?
- Ask older family members if they have noticed a change in the weather we experience.

## Marvellous Meadows – Key Stage 2

Available April to October

Aim of session: To recognise different plants and mini beasts in a meadow habitat.

Learning Objectives	Structure
<p>To observe and identify mini beasts</p> <p>To treat animals and the environment with care and sensitivity</p> <p>To know that insects pollinate some flowers</p> <p>To know that flowering plants produce seeds</p> <p>To know that seeds can be dispersed in a variety of ways</p> <p>To know that seeds produce new plants</p>	<p>Flower Spotting Use a tick sheet to record different types of flowers</p> <p>Be a Bee Team game to show the importance of bees in pollination</p> <p>Mini beast Hunt Use bug pots and paint brushes, trays and sticks or sweep nets to search for mini beasts under logs, on twigs and branches or in tall vegetation.</p>

### Before your visit

Try to identify some habitats within the school grounds e.g. playing field, hedge, and tree.

Discuss how the children need to handle mini beasts very carefully to avoid damaging them.

This activity links with work on plants and life cycles.

### After your visit

Look at different plants and their seeds, reinforce the importance of bees as pollinators.

Why not aside an area of the school garden to grow bee friendly plants?

Make a mini beast hotel (hibernaculum) to encourage mini beasts into your school grounds.

## Meet the Rotters – Key Stage 2

Available all year

Aim of session: To learn more about compost

Learning Objectives	Structure
To find out how compost is made	<p>Introduction What is compost made from?</p> <p>Compost Tig Game to demonstrate that compost needs heat, mini beasts, water and air</p> <p>Investigating Compost Use magnifying glasses to get up close to compost and observe what it is made from</p> <p>Plant a Seed Use some compost to plant a seed to take home</p>

### Before your visit

- Talk to the children about what things can be recycled.
- Set up an investigation – bury some things in soil to see what happens to them over a week or so. e.g. banana skin, paper, plastic bottle. Talk about how natural things decay back into the soil and help to improve it.

### After your visit

- Set up a compost bin at school.
- Find out about what a successful compost bin needs: layers of brown and green material, warmth, air, small pieces

## Wild Science – Key Stage 2 Whole Day Programme

Available all Year

Aim of session: To investigate the impact of humans on our habitats and wildlife through hands on activities

### All about Owls

Learning Objectives	Structure
<p>To identify owls commonly found in the UK</p> <p>To use tweezers, magnifying glasses and microscopes to observe and record owl pellets.</p> <p>To understand what may affect owl numbers in the UK and what could be done to help them</p>	<p><b><u>Introduction</u></b> Game/trail to identify UK owls</p> <p><b><u>Main Activity</u></b> To dissect owl pellets</p> <p><b><u>Final Activity</u></b> To link threats to owls with solutions Look at natural and man-made factors affecting owls' prey.</p>

### Woodland Footprint

Learning Objectives	Structure
<p>To look at the effects of trampling on the woodland habitat</p>	<p>To work in small groups to study two contrasting areas focusing on the following:</p> <p>Drainage Plant variety Minibeast variety Soil structure</p>

### Orienteering Activity

Learning Objectives	Structure
<p>To find out what the Wildlife Trust is doing to promote biodiversity and protect key species.</p> <p>To find out what we can do at home or at school to help wildlife</p>	<p>Trail and Orienteering activity, working with a partner in Corbett's Meadow.</p>

## The Future is Green – Key Stage 2 Whole Day Programme

Available all Year

Aim of session: To find out about renewable energy and climate change through hands on activities

Learning Objectives	Structure
<p>To construct circuits incorporating a battery or power supply to make electrical devices work</p> <p>To know that resources can be allocated in different ways &amp; that these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>To recognise how people can improve the environment and how decisions about places and environments affect the future quality of people's lives</p> <p>To recognise how and why people may seek to manage environments in a sustainable way, and to identify opportunities for their own involvement</p>	<p>Construct graphs of average temperature and first appearance of snowdrops. How have they varied over the past few decades?</p> <p>Carbon dioxide game – Greenhouse effect. Orienteering activity – Using maps to locate pictures of wildlife and work out the impact a changing climate is having on them.</p> <p>Solar Power Boats Discuss how we can harness the energy from the sun to heat water and generate electricity. Make and test boats.</p> <p>Wind Power Design and test a wind turbine.</p> <p>Life style choices – Game to work out how much energy their life styles use.</p> <p>Conclude with some positive thoughts about what we can do to make a difference to a greener future.</p>

### Before your visit

Talk about fossil fuels: coal, gas & oil, where they come from and how they are formed.  
Know that carbon dioxide is a gas which is given off when fossil fuels are burnt.

### After your visit

Why not do an inventory of your school to see how much energy is being used or wasted.  
Are lights being left on, doors left open and paper wasted?  
You can use gas/electricity bills from the same quarter last year and see if you can improve.