

# Unsupported Activities Planned with and introduced by Centre Staff and lead by the Class Teacher

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## Plant Adaptation

Science Unit 6A

Explaining four different plant habitats (tropical, bog, desert, pond) children will work through guided activities. Their aim is to discover how the plants living there are suited to their environment and how they ensure they get all their survival needs.



## Texture Scavenger

Art Unit 1B / Science Unit 1C

Pupils look for a variety of natural objects with different textures and sort them into a box. They then give each one a label, e.g. prickly, rough, smooth, etc. Back in the classroom this becomes the basis for a literacy game. The objects can then be used for close observation, art, sorting or display back at school.

## A Tree Adventure (Seasonal)

Science Unit 4B / Science Unit 6A

Meeting different trees pupils will identify them using leaf keys. Before leaving each tree they will do a leaf and bark rubbing to remind them of the tree they met.

## Twig Identification

Science Unit 4B / Science Unit 6A

A winter option where pupils will be challenged to identify twigs from trees using the keys provided. They will then explore the grounds finding the trees that have been identified.

## Soil Painting

Science Unit 3B / Art and Design Unit 5A

After observing different deciduous trees, pupils will sketch using charcoal. Back in the classroom they will turn different soils into paint to colour their trees.

## Plant Art

Art and Design Unit 5A

Pupils will visit an exciting range of plant habitats to sketch and paint using a variety of different mediums.



## Colour Palettes

Art and Design Unit 2B

This is also a cross-curricular activity for all levels linking art and environmental education. Each person will have a collecting card so they can discover and collect a variety of colours in the natural world. Watercolours or chalk pastels can then be used to recreate the colours they have found outside.

## Poetry

National Literacy Strategy / English – Reading

This activity can be supported either by Centre staff, or lead by the class teacher

Children will create poems using the Centre grounds and a variety of work by different poets as inspiration. Working on activities individually and in groups they will consider poetic forms and their effects to create poems of their own.

## Scavenger Hunts (Different levels and themes can be explored)

Art and Design Unit 1B / Science Unit 2B / Science Unit 3B  
Science Unit 5B

This is also a cross-curricular activity for all levels linking literacy, numeracy, art and environmental education

Children will have the opportunity to explore the environment by collecting a variety of objects from the natural world based around a particular theme. The class can then take their findings back to school for observation and grouping, or carry out art work at the Centre based around their findings.



## Team Challenges (Instructional packs for helping adults are essential)

Physical Education: Outdoor and adventurous activities

At different levels, split into five teams, pupils will be presented with different problem solving challenges. Through a plan, do and review process pupils will be encouraged to develop their thinking skills and emotional intelligence helping them to work effectively as a team.



# Programme of Activities

We like to plan lessons specifically for your class and are always happy to create new activities with you.

This booklet shows examples of popular activities that we do.

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environmental curriculum service

## Supported Activities Lead by Centre Staff

### Habitat Exploration

Science Unit 4B / Science Unit 6A

At different levels find out what a habitat is and what lives there.

Discover a variety of habitats and why living organisms choose one place over another.

### Munchline Monitors

Science Unit 6A

Through a practical, hands on approach pupils will discover and explore the concepts of food chains and food webs. They will train to become munchline monitors and understand their role in sustaining the environmental balance of natural communities.

### Minibeast Adventure

Science Unit 2B / Science Unit 2C

Visit and explore different minibeast homes to find out about their lives - why are they a particular colour, why do they move in a certain way, what do they eat, why are they living there and what family do they belong to.

### Animal Homes

Early Learning Goals

Discover the different animals homes from badgers to bees. Pupils will find out how the homes are made and how the animals survive there.

### Plant Survival Walk

Science Unit 3B

Pupils will learn what plants need for their survival and how they get these survival needs. This theme will be explored by visiting a variety of plant habitats to carry out activities and play games.

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### A Living Adventure

Science Unit 2B / Science Unit 2C

Visiting different domestic animals and wild habitats pupils will discover the variety of living organisms in the natural environment. Through games and activities we will discover what these plants and animals need to live successfully and how they achieve these survival needs.



## Plant Discovery Walk

Science Unit 1b

Children meet a variety of different plants to discover the function of the parts of the plant and how these help it grow. We will explore why plants are important to humans and how we take care of plants.



## Plant Life Cycle / Seed Dispersal

First Half Term of Autumn only

Science Unit 5b / Science Unit 2b

Find out how a seed is produced through pollination, fertilisation and germination. We will then explore a variety of seeds and discover how they are dispersed from their parent plant and why this occurs.

## Seasonal Change Adventure

Early Learning Goals

Find out how different seasons affect the plants and the animals living in the natural environment through activities and games.

## Paper Making Autumn and Spring Terms only

Art And Design Unit 1b / Science Unit 2d / Science Unit 3c

Pupils will visit our recycling area to recycle rubbish and find out why it is important to do so. In the classroom they will then turn newspaper into new paper by going through the different stages of paper making and incorporating natural materials collected at the Centre.



## Who Committed The Crime?

Science Unit 3d

The class will become detectives to discover who stole the lunch. They will visit three crime scenes, collect and analyse soil from each area, and match one up to the mystery soil collected from the muddy footprints by the fridge.

## Local Environment Survey

Geography Unit 8 / Geography Unit 12 / Geography Unit 21

**The study also links to literacy, mathematics, speaking and listening and environmental education**

Pupils will examine what pollution is, how it affects their local environment and how they feel about a certain place. Carrying out litter, traffic and pollution surveys we will explore how we affect the places we live in. The surveys can then be contrasted with the school environment.

## Micro-climates – Moving Pod The Pig’s Habitat

Investigative Maths

Pod the Pig is due to have her home moved. Pupils need to help us decide whether to move her to evergreen woodland, deciduous woodland or meadowland. Pupils investigate the best place to put her new home by measuring rainfall, temperature, wind speed and light levels in each suggested habitat, and how these will affect her living environment.

## Micro-climate Study

Investigative Maths

Visiting different micro-climates the class will record rainfall, temperature and light. We will then explore how changing weather conditions will affect the organisms living in that micro-climate.

## Sensory Walk

Early Learning Goals / Science Unit 1A

Pupils will go on an adventure to explore the natural environment using their different senses. Activities may include smelly pots, meet a tree, scratch and sniff, magic spots and lots more.

## Bear Hunt

Early Learning Goals

Based on the popular children’s book *We’re Going on a Bear Hunt*, we will all go on a bear hunt to explore the site and discover where the bear might be. The class can then go back to school and create their own collaborative book based on the trip.

## River Study Summer and first Half Term of Autumn only

Geography Unit 14 / Science

Pupils will conduct a study by finding out how a river is created and the changes that take place as it flows away from its source. We will compare two sites by taking width, depth and speed measurements. Erosion, deposition and transportation will also be explored.

## Village Study Autumn and Spring only

Geography Unit 6 / History Unit 17

We come to your school to give a short introduction in the classroom — setting the historical and geographical context for the study. We travel by coach to visit a village in Kent and investigate how it has changed over time.



# Orienteering Physical Education / Outdoor And Adventurous Activities

**At a variety of levels pupils will develop the map work skills necessary to complete an orienteering course in this exciting new environment.**



## Orienteering

Beginners (Key Stage 1)

Children will learn to relate a 2D map to the 3D environment they find around them. They will have an opportunity to follow simple directions and find where they are on the map whilst supported by an adult.

## Route Orienteering

Intermediate (Key Stage 2)

Children will read and follow directions to find a route around the Centre grounds, and are introduced to the basic orienteering conventions with the help of an adult.

## Route Orienteering

Advanced (Key Stage 2)

Children will learn in the classroom the key skills required to orienteer, then, in teams of three, use these skills outside to plan and follow a route in order to complete an orienteering course without an adult.

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## Habitat Studies

*A range of habitats are available to explore according to the season*

### Option 1 — Habitat Comparison

Science Unit 4B / Science Unit 6A

The class is split into two groups. Each group will each explore a different habitat, e.g. logs and leaf litter. They will collect samples of minibeasts from their area. The group can then closely observe and identify the insects using magnifiers and keys. Recording the number of species discovered in each place will then allow the class to directly compare each habitat.

### Option 2 — Minibeast Classification Using Keys

Science Unit 4B / Science Unit 6A

After collecting and observing their minibeasts from one habitat, pupils will discover which family group each minibeast belongs to by using classification charts and keys. Recording the information researched will allow for a permanent record to be taken back to school.

### Option 3 — Habitat Exploration / Minibeast Hunt

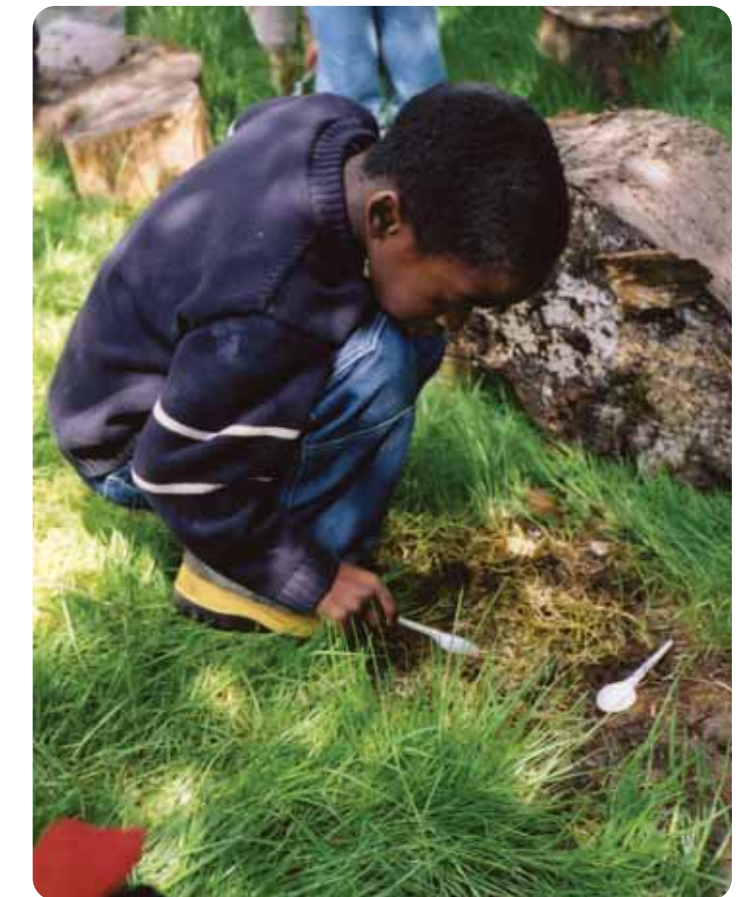
Early Learning Goals / Science Unit 2B / Science Unit 4B

Science Unit 5B / Science Unit 6A

At various levels pupils will explore one habitat in detail. By collecting the minibeasts and closely observing, using magnifiers and identification charts, pupils will record and observe the life of one minibeast before returning them to their habitat.

### Option 4 — Minibeast Sculptures

As above (option 3), but instead of recording information on work sheets pupils will observe and then create their own minibeast out of newspaper.



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