



## KS1 and 2 Woodland Trail

### **AIM**

To learn about and respect a wide range of wildlife that lives in the woodland.

To encourage a positive attitude towards the environment in which we live.

### **OBJECTIVES**

To be able to identify a range of wildlife

To use senses to explore a range of habitats

To understand that the local environment is home to many creatures and plants

To develop a respect of the natural environment

### **CURRICULUM LINKS**

Art and Design 1. Exploring and developing ideas

Citizenship 5a To take responsibility

English EN1 Speaking and Listening

EN3 Writing

Geography 2. Enquiry and skills.

5. Environmental change and Sustainable Development.

Science 2 Life Processes and Living things

ESDGC. Natural Environment.

### **EQUIPMENT**

Colour cards

Blindfolds

A range of identification keys

Collecting pot

Mirror

### **SAFETY POINTS**

Make sure the group is calm before they start. Point out the hazards of running, vegetation, rabbit holes, ponds etc.

## PRELIMINARY ACTIVITIES

Give your children a brief history of the site that you are going to be looking at.

- School grounds - when was it developed? What was there before? How is it maintained?
- Nature reserves and other areas - what is the history? What is it used for now?

Get the children to predict what they think they might see when they are out. Explain that observation is key and they must remember to look around them at all times. To check their observational skills place a number of small plastic spiders around the room and see how many they can count from where they are sitting.

## MAIN ACTIVITY

The discovery trail includes a number of activities that can be done in any order depending on the site that you are using.

1. Sit in a quiet area and teach the children to use the binoculars. Take some time to look at the environment around you. What can they see? Shops, factories, landfill sites etc or is it the countryside where they can see trees, ponds, grass etc? Spend 10 minutes sitting quietly, observing the bird life. How many species can you see? What are they doing? Nest building, finding a mate, defending their territory.
2. Seed dispersal. Have a look around at all the seeds on the floor. Count how many you can collect of each species. Children think about how the seeds spread across the woodland. Get children to act out the different methods of dispersal.
3. Nut hunt. Act like a squirrel and try and collect as many nuts as you can. When you have collected your nuts, go and hide them in an area of woodland. Return in an hour and see if you can find your collection of nuts.
4. Nest Building. Get groups to work in pairs and make themselves a nest. Remember birds do not have beaks and therefore the children must only use their thumb and index finger. They also cannot speak and must only squawk. When their time has run out,

- the teacher can award points for the best nest. Points can be awarded for most comfortable, tidiest, most lifelike etc
5. Meet a tree. Working in pairs, 1 person wears a blindfold and their partner very carefully leads them to a tree. The blindfolded person needs to really get to know their tree by hugging, smelling and feeling it. Then they will be led back to the start. Once they have taken off their blindfold they need to see if they can find their tree again.
  6. Sounds. Everybody closes their eyes for 1 minute (or 30 seconds depending on the group). This time is spent in complete silence, counting how many different sounds we can hear. How many of these sounds are natural and how many are man made?
  7. Colours. Using the colour card, find as many colours as you can in the natural environment.
  8. Caterpillars. Before the class arrive, hide approximately 50 small pieces of different colours of wool in a small area. Split the class into 2 groups and explain that you need them to go and find food for you. The groups must race to collect as many caterpillars as possible. When all the caterpillars have been found. Discuss which colours were easiest to find.
  9. Animal signs. Walk around the site looking for signs of animals. Use the tracks sign to identify footprints of dogs, foxes, badgers etc. Also keep an eye out for fur that may be on the floor or caught on barbed wire.
  10. Badger spotting. Visit the woodland in the daytime and look for signs of badgers such as bedding thrown out of setts and footprints. Use our signs key to help you. A good place to look is where the ground is soft, close to a river or stream. Return in the evening, being careful no to step on any footprints and try not to leave your scent on anything. Find a spot upwind of the sett and sit and wait. The best time to see badgers is about 8.30pm between April and May. Try to disturb the badgers as little as possible.
  11. Dating a tree. Measure around the trunk of a tree. You need to be about 5ft up from the base. Avoid bits that stick out. Each 2.5cm is approximately one years growth.

## **FOLLOW UP ACTIVITIES**

Collect together a range of natural objects including:

- Skulls
- Conkers, butts, leaves etc



WALES

- Bird nests
- Pictures of birds
- Wild animal droppings

Place a number of objects (approx 10) underneath a sheet. Give the group 10 seconds to look at the objects and memorise them. See how many they can remember. Give each group one of the objects to research in detail.