



# Activity Ideas

in Woolgrove's Wildlife Area



Learning Outside the Classroom in the Wildlife area at Woolgrove School. Activity ideas

Activity	English	Maths	Science	Geography	History	Art/DT	PSHE
2D and 3D shapes, using natural materials. (Sticks and rubber bands or tape for 3D shapes)  <i>Also see triangles</i>	Following instructions. Communicating with the team.	Who can make the largest shape using sticks that will stand up independently?	What natural materials can be used to make 2D and 3D shapes? Can you find something that will bend to make a circle? Strength of sticks.	Where did you find the materials/resources?		Fixing resources together to make shapes.	Can work as a team. Care for the environment – don't damage living plants.
Age the hedge	Following instructions. Over the hedge story, In the hedge story;	Estimation; counting; using simple formula.	Habitats: man-made vs natural environment. (Human – physical)	Which way does the hedge go? Why is it there? Who put it there?	When was the hedge planted? What might have happened in the lifetime of the hedge?	Leaf rubbings; Leaf shapes, textures and colours, bark colours etc.	Need for hedges for wildlife; need for fencing or hedging to keep us safe.
Birds	Vocabulary, naming different birds.	Size, how many legs?	Lifecycles, naming parts, food chains, wild or farm.	Where do they like to live? Why do they migrate?	Which birds have we eaten at Christmas over the years?	Bird foot prints. Feather collages. Drawing and painting birds. Sculptures.	How to keep their environment safe.
Bug hunt	Naming minibeasts Big, small, colour, slow, fast, etc; animal/bug poems/stories Nonfiction – using books to find out information.	How many legs? How many bugs? How many spots? How big/small etc?	Lifecycles; insects or spider; legs/no legs; identify; predator/prey	Where did you find them? How far could they travel?	How long have these bug been living here?	Draw your bug; colours, size, looking carefully.	Importance of diversity of nature; How we can help at school and at home.



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Clay models	Show and tell about the models. Extending vocabulary.	Positional language: number of legs, wings etc. 3D models.	True to life or made up? What has your model got that is the same or different to things in nature or man-made environment.	What is clay? What do we use it for? Who else uses it? Make clay bricks, or houses made with clay and grasses etc.	History of building through the ages – mud huts to brick built. History of sculpture.	Sculpture; texture; design; style; shape; colour.	Ability to express oneself: ability to be different, but made of the same thing.
Collect seeds	Describing words; Round, shiny, smooth, rough, colour spiky etc.	Estimate how many seeds in a berry cut open and count. What shape are the seeds? Comparing.	Lifecycles; investigating seed numbers; windblown seeds versus animal distribution. Comparing.	How do seeds travel? How do we travel? Can seeds from other countries grow here?	Explorers collected plants and seeds from other countries.	Draw seed pods open, closed; colours; shapes; textures.	Seeds for use e.g. grain; plant invaders – Japanese knot weed; need for a variety of plants in each habitat.
Colour match	Naming basic colours; naming more complex colours and shades, lighter, darker etc; opportunities for discussion	Counting how many. Make a bar chart of how many of each colour you see.	Looking at colours in nature; why have different colours? What makes things green, red etc., different colours in different seasons	Seasons; colours of woodland, pond, flower meadows etc	How would people have had different coloured cloth in the past? What might they have used as dyes; try dyeing or painting using natural colours e.g. mud, berries, grass, etc. crushed buckthorn bark = green.	Match basic colours or complex colours. Follow up by trying to mix colours in the classroom using paints etc.	What is your favourite? Which colours make you feel calm, happy, sad, angry?
Compass use	Giving and following instructions. North south east west	Positional language; measuring in non standard and standard units.	Where is north? etc	Understanding of direction; use of compass; linked in to map work.	Use of compass in navigation and exploration.	Look at different signs or compasses on internet; design their own.	Where are we in relation to other people or places?



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Den building	Following instructions. Communicating with the team	Quantity and size language	Planning and evaluating	Where is a good place to build a den?	Dens/homes through the ages.	Designing your den. Drawing a plan.	Working as a team
Detective stories	Who killed Roger Rabbit? or Peter Pigeon? What's in the hole, where did those feathers come from?	Shapes; numbers; size; measure in standard and non standard units.	Who lives here? What do they eat? Do they live alone? what do they do in winter? seasons?	What is the soil like? why is the environment like this?	How have the animals and plants shaped the landscape? What would it have looked like 10, 50 100 years ago.	Draw the scene: draw the evidence.	Importance of observing; importance of collecting evidence before deciding what has happened: importance of knowing we don't know and say so.
Estimating the height of a tree.	Following instructions	Measure	How did it get here?	Where do trees like to grow?	What was happening when the tree was planted?	Draw, collage, design a tree etc.	Looking after trees.
Flower art	Describing flowers, colour, shape, smell, size; compare different flowers; flower poems	Count petals, leaves; shapes of leaves, flowers, whorls, spirals.	What is the purpose of a flower? Find the different parts; lifecycles. Name wild and garden flowers	Which way do the flower heads point? Why these flowers and not other; soil	Research drawings of nature through the ages; language of flowers	Colour; shape; size; patterns, flowers in the landscape,	Which flowers do you like? Why is it important to have wild flowers? What can we do to help keep wild flowers safe?
Food chains –	Comprehension around subject.	How many living things need a particular plant or animal?	Starting with sun and water how do living things survive?	Where does the 'food' live?	How living things have evolved to keep alive.	Showing food chains through art.	Looking after each other
Habitats and Homes	Where I live report compare with creatures in the wildlife area.	Size of homes, how many burrows,	Find different homes in nature; do animals live in the same place all the time? How do plants move?	Where would plants spread and why? What might make animals or people move; where do you live?	Letchworth – movement of people, new homes	Make a spider web; make a bird nest; make our own home – tarpaulin and pegs.	Where do people live; different housing, homelessness



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Leaves, different colours; different shapes;	Describing shapes, colour, textures and smells	Different shapes, number of points or lobes or leaflets	Leaves through the seasons; spikes; thorns; waxy; deciduous; evergreen; coniferous.	Why deciduous? Why evergreen/ compare with other climates.	How long have leaves?	Leaf rubbings; collage; using leaf colours and shapes to make a picture	Leaves are all different and so are we
Listening	near, far, loud, soft, quiet, animal, man-made etc. Sound stories.	Positional language, in front, behind, to the left/right	What do we use to hear? how do we hear/ do we hear everything all the time?	Why can we hear e.g. traffic, church bells, birds etc.	What might we have heard in e.g. Tudor times instead of now	Draw a sound picture	Why is it important to listen e.g. to our surroundings – traffic etc., to other people – instructions, friendships, to be helpful.
Living, dead, never alive	Comprehension of words.	How many characteristics of living are there?	Mrs Gren 7 Characteristic of living.	Where are they alive?	Is it always been the same.	Using dead leaves in collage.	What's needed to stay alive?
Minibeast hunt	Vocabulary around naming minibeasts and their parts.	How many legs, wings etc.	Naming, describing and categorising minibeasts. Lifecycles	Where do they like to live?	Life cycles.	Drawing and painting minibeasts	What do minibeasts need to keep healthy?
Natural art	See above with other natural objects	Look at shapes in nature	Look and draw carefully	Where did you find your resources?	Research drawings of nature through age; cave paintings	Collage; make sculptures. Andy Goldsworthy.	Environmental diversity
Orienteering	Maps linked to literacy	Maps linked to maths. Following directions	Developing planning skills	Map reading	History of orienteering.	Designing maps	Keeping safe by learning how to map read.



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Plants	Identifying different plants. Story books and nonfiction books	Size of plants – how tall? How wide? Shapes of flowers and leaves. Comparing, classifying, grouping	Life cycle. Names parts of the plants	Where do different plants grow	How long have plants been around?	Looking at plant structures. Using	Caring for plants. Plants as a source of food.
Pond dipping	Descriptive language e.g. plants are tall, short, furry, brown, green, water is cold, wet, reflects etc.	Use of positional language eg a dragonfly above the pond, a pond skater on the pond, a tadpole in the pond, a plant beside the pond; tall/short plants, shapes eg pond is oval	Comparing different plants and animals; what is the difference between a plant that lives in water and one on land? Habitats; lifecycles; food chains; reflection on a sunny day.	Is the pond natural or man-made? Why would someone make a pond? Where would you find natural ponds? What would the soil; have to be like? Rivers, water cycle etc.	How old do you think the pond is? How long would it take for the plants to grow? What would people use water for?	Draw the pond, reflections, wildlife or plants. modelling the shapes you see.	What can we do to look after our environment? What effect do we have on our environment?
Rabbit colony	Vocabulary; kit, buck doe, burrow, warren etc	How many burrows can you find? How many do you think there are in the whole of the wildlife area.	Life cycle of a rabbit. Where is rabbit in a food chain?	Where do rabbits live?	Have rabbits always lived here?	Paint and draw rabbits. Models in clay.	What do rabbits need to keep healthy?
Seasons	Autumn, Winter, Spring, Summer. Language that identifies different seasons. Haiku poems	Time of year. How long is each season?	What happens to make/change the seasons? How does this affect vegetation/animals?	How do seasons work in different parts of the world?	Have the seasons changed over the years? Have the winters got warmer?	Seasonal artwork	How do the different seasons affect us? How do we make sure we are safe in the different seasons?



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Seeds	Language around seeds, naming plants. Language around describing seeds and comparing them. Story books and nonfiction books	How many seeds in the seed head? Using seeds for making repeating patterns. Comparing, classifying, grouping seeds	Life cycles. Testing the growth of seeds in different conditions. What do seeds need to grow?	Where do seeds grow best? How do seeds move to different areas?	Life cycles.	Using seeds in art. Looking at the structure of	Collecting seeds – planting seeds, caring for the seeds/seedlings.
Trees:	Descriptive language, conical, cylindrical, pointy, blunt etc.	Estimate height, age by calculating. Language around standard and non-standard lengths; tall, short, taller, shorter etc.	Mitchell's rule - Estimate age; think about factors affecting growth both height and canopy. Structure of trees Life cycle of trees.	Use of compass to find N.S.E.W.; factors affecting growth, sun, man, soil which side of the tree do green lichens grow?	What might the tree have lived through?	Bark rubbings; draw the leaf/tree; draw tree in it's landscape.	Link to Letchworth Garden City, age of tree – how old was Letchworth, what developments have happened.
Trees – Aging Simple formula - measure girth 1m from ground and divide by 2.	Following instructions.	Measuring, calculating - dividing	How a tree grows? What do trees need to grow well?	Where do trees grow well?	What was happening when the tree was planted?	Painting, drawing trees.	The importance of having trees.
Triangles – with 9 sticks	Following instructions. Communicating with partner.	How many triangles can you make using 9 sticks?		What the best terrain to play this game.			Can work in pairs.
Wildlife challenges – seasonal, or specific	Follow instructions Make letters/word with sticks	Counting e.g. collect 3 twigs, make a triangle with twigs, find 4 snails	Identifying a variety of natural materials	Man-made, natural materials. Materials in the wildlife area and materials in the school.		Make a picture with your found items	Staying safe – not eating berries, don't chew or suck fingers; don't touch fungi.



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Useful websites:

<http://www.woodlandtrust.org.uk/naturedetectives/>

[https://www.britishorienteering.org.uk/images/uploaded/downloads/schools\\_tri\\_o\\_resources.pdf](https://www.britishorienteering.org.uk/images/uploaded/downloads/schools_tri_o_resources.pdf)

<http://www.greatplanthunt.org/>