



## Science, Maths and Geography Through the Seasons for Year 1 self-guide visits to Alice Holt Forest

### Basic Information

All the activities below have direct links to the National Curriculum and will assist in the delivery of these parts of the curriculum in a practical and meaningful way. Children will also gain a greater understanding of the wealth of life in the forest and of the many opportunities for discovery and learning it offers. **Curriculum links are listed after each set of activities.**

The Lodge Pond, Easy Access and the Habitat trails are ideal routes for schools to use for these activities. The Lodge Pond Trail is sometimes muddy so boots are recommended there. If you wish to consider pond life, the small pond near the café is ideal provided no more than 15 children dip at once.

### Discover Weather Patterns

1. Measure and record the temperature at different times through the day and at the end of your visit. What did you notice about the way the temperature changed? Did it change at all? Did you need to put on or take off a coat? Was the temperature higher in sunny places than shady ones?
2. Observe rain or cloud cover at the same intervals. You could draw the clouds to show how much of the sky was covered in cloud. Describe the rain. Heavy? Gentle? All day? Showers? You could put a cup or tube, or even a proper rain gauge if you have one, in place where it won't get knocked over and see how much rain you collect during your visit. You could try putting them in more than one place and comparing the amount of rain collected. Can you explain any differences?
3. How windy was it? Could you feel the wind? Did it blow you about? Did it make the tree branches move? Could you hear the wind? Could you hear the leaves move in the wind? Did the wind stay the same all day or did it change?
4. On a sunny day, observe the movement of shadows cast by a tree or post by marking the shadow on the ground with a stone, stick or pine cone at hourly or half hourly intervals. Describe what happens. Can you explain it?

### Yr.1 curriculum links

- Science (physics)      - observe weather associated with changes in seasons
- Geography              - identify seasonal / daily weather patterns in UK
- Mathematics            - tell the time to the hour or half hour.

## Discover Maths in the forest

1. Collect 5 sticks from the forest floor and arrange them according to their length .
2. Collect 5 different objects from the forest floor and sort them first according to their weight and then according to their size. Were they in the same order? What can you learn from this?
3. Create a geometric shape (square, circle, rectangle, triangle etc.) on the forest floor with leaves or sticks
4. Look carefully at the trees and plants in the forest. Can you see any geometric shapes in in them? Some are quite common e.g. cylinder. There are also, circles, Y shapes, triangles, spirals and wiggly snake shapes. How many of each can you

### Yr.1 curriculum links

- begin to measure length, capacity and weight
- order and arrange objects
- use common vocabulary for comparison
- recognise and name common 2-d and 3-d shapes

## Discover Geography and Science in the forest

1. Use a map to follow one of the forest trails and identify key features such as streams, play grounds, car parks, buildings, ponds etc. (A downloadable site map is available on [www.forestry.gov.uk/aliceholt-learning](http://www.forestry.gov.uk/aliceholt-learning). Click on resources to find it.)
2. Use a map to follow the habitat trail and identify the forest animal play structures on the map. You could put a cross on the map to show where the bridge with snake heads is and add it to the key. You can also add other interesting things you see to your map.
3. What materials are the play structures are made of ? Is the answer the same for all the structures?
4. What material the map is made of ? Do you know what that material is made from ?
5. There are different species of tree along the trail. Can you identify different trees? In what ways are they different and in what ways are they the same as each other? (Tree identification guides can be hired. If required please request them on the visit booking form)

### Yr.1 curriculum links

- Geography - use basic geographical vocabulary to refer to local & familiar features  
KS1 Science (biology) - identify basic plants  
KS1 Science (chemistry) - identify and name common materials