

Super Sensations

Suitable for Key Stages 1 and 2 adapted to suit the requirements of each individual group.

This programme is designed to encourage children to learn about the forest and develop observational skills through the use of the senses. It involves a range of games and activities and there is the option to focus on environmental art for part of the day.

Key Concepts

Value of forests as habitats for plants and animals, trees as a renewable resource, variety in nature, using the senses to make sense of the world.

Learning Outcomes

By the end of the programme pupils should

- Know that forests provide habitats for a great variety of plants and animals
- Know that forests are exciting places to visit
- Know that trees provide us with oxygen and resources to make things
- Know that trees and plants are renewable and that cutting them down or picking them isn't necessarily bad
- Know that colour is important in nature for a number of reasons
- Understand that the senses of smell, touch and hearing are more vital to many forest animals than to humans
- Have made some progress in developing observational skills and language
- Have understood that forests are good places to spend time.
- Have a greater respect for the natural world and forests in particular.

Introduction

Learning objective – to prepare pupils for activities in the forest and ensure that safety rules are understood by adults and children

1. Welcome to Alice Holt - lovely woods; lots of different trees and open spaces; a place for animals; a place for people; a place to produce timber; looked after by the Forestry Commission
2. Use of senses to find out about the forest – we are going to explore- what are your senses?
3. Safety, including foxgloves, fungi, slips and trips. Please keep together as a class unless asked to do otherwise. Please don't hold hands in the woods and don't overtake the leader. No need to regroup with your assigned adult when moving a short distance within the woods.

Learning Objectives	Activity
<p><u>Morning</u> (Blue Trail) To introduce the importance of colour and camouflage in nature.</p> <p>To show that learning outdoors can be fun</p>	<p>Woolly worms and worm charming. Children collect coloured wool pieces, demonstrating that some colours 'hide' better than others. Jump up and down to 'charm' worms into coming to the surface to see what colour they are and observe that they are camouflaged.</p>
<p>To demonstrate variety in nature and the link between plant diversity and range of animal life</p>	<p>Count number of different tree species by looking at different leaves and bark and look at examples of insect attack on different leaves</p>
<p>To encourage children to look closely and consider the role of colour in nature, building on the woolly worms game</p>	<p>Palettes – collecting as wide a range of natural colours as possible –small pieces stuck onto card</p>
<p>To discover information through touch and to develop language</p>	<p>Prickly Ticky – make a collection of natural objects, feel them with eyes shut, use words to describe the textures, create new words, make up actions for the words</p>
<p>To encourage careful observation and use of imagination, discover features of trees, plants and animals that would not otherwise be noticed</p>	<p>Walk along and use mirrors to investigate - see things from a different perspective, 'secret world of underneath and upside down'</p>
<p>To encourage concentration and teach that we can know about the presence of wildlife without seeing it. To develop language. To develop/introduce understanding of sounds, pitch, musical composition.</p>	<p>Listen to the sounds of the forest and discuss what is heard. Can be introduced with call and response and reproduction of rhythms clapped by leader. Encourage use of descriptive words e.g. the wind 'whistling', a bird 'chirping'. Children either count sounds on their fingers or record them on small cards. This can be extended to more sound collection and creation.</p>
<p>To investigate the range of smells to be found in the forest. Link sense of smell to animal life.</p>	<p>Smelly cocktails –make a collection of small leaves or pieces of leaves and forest floor items, smelling them first. Collect in a small cup or in hands and (optional) add some 'magic mix' (coloured water), stir and celebrate</p>
<p><u>Afternoon</u> (Beechwood) To experience what it feels like to be</p>	<p>Blindfold Trail – walk blindfolded in a</p>

without sight and link this to burrowing woodland mammals. To develop imagination. To discover things about the environment that might not be noticed by using sight only. To take small risks and learn how to manage them	crocodile to the 'entrance to the tunnel', holding onto the person in front, then to move individually along a route holding onto a rope tied between trees
To learn importance of water as part of whole ecosystem and the importance of wet habitats for wildlife. Learn about seasonal changes, including hibernation.	Look at the pond , consider life in it and importance of ponds and streams as part of the whole forest. Consider conditions for plant growth and animal life in and around the pond and think about seasonal changes –question and answer session. Observe life in and around pond – plants, dragonflies, fish, moorhens, pond skaters
To have fun getting from the pond to the woods, improve concentration, take small risks by going over uneven ground, become more aware of tree roots extending beyond the base of the trees.	Play follow my leader into the woods
To maximise opportunity of seeing wildlife e.g. squirrels and birds, promote concentration	Creep quietly into the woods
Learn about invertebrates in the forest, their characteristics, their connection with other life in the forest and their role as decomposers, esp. of dead leaves. Effects of climate change on habitats and life in them,	Minibeast hunt – look for invertebrates in leaf litter etc.
To further investigate the role of particular invertebrates, develop physical skills e.g. balancing	Spider and Fly game spider wears a blindfold and grasps ropes (set out as a horizontal web), other children attempt to cross the web without disturbing it. Spider feels for vibrations and shouts 'stop' when felt, thus fly is caught.
To assess students' learning and sum up the day	Ask questions e.g. "Can anyone tell me something they didn't know before they came to the forest?" "What happens to all the leaves when they fall off the trees?" What job do woodlice do in the forest?" "why do you think forests are important?" or Play a running game on the grass e.g. If you think what I say is true, run this way and if you think it isn't, run

that way.

Other possible activities

These can be included in the programme in place of some of the above to ensure that the content suits the age and ability of the group members and meets the learning objectives of the school. **Ad hoc discussions and activities** often take place in response to children's observations and questions so programmes are adapted 'in the moment' while continuing to work towards achieving desired learning outcomes.

Owl and Mouse – predator/prey game in which owl wears a blindfold and mouse carries a bell. Understanding of feeding relationships.

Bark and other rubbings – links with learning about textures and use of touch to investigate surroundings.

Matching shapes drawn on acetates to shapes visible in the woods – observation, awareness of variety in nature, recognition of shapes encountered in books and on paper in the real world, gathering of information for art work.

Describing a picture – small frame hung on branch or held in hand and picture seen in frame described to a partner - close observation, language, awareness of forest features, preparation for art work.

Magic Camera – working in pairs children have a 3 second view of a part of the forest and then describe it to their partner – observation, language, awareness of forest features

Range of art activities – observational drawing; creating pictures and sculptures using forest floor materials – awareness of and response to the forest environment, creativity, language

Current National Curriculum links

KS1 Science, Art and Design, English, Music, Maths, D+T

KS2 Art and Design, Science, English, Music, D+T and maths