

Woodland Explorers

Suitable for Years 1 and 2, all year round, whole day programme (Super Senses followed by Marvellous Minibeasts).

This programme is aimed at reinforcing the children's use of their senses before asking them to use them to explore one or more habitats. They will learn how to collect minibeasts from different habitats, practise identifying them using keys, record data and draw conclusions from their results, giving them a greater understanding of the complexity of habitat.

Key Concepts

Our senses (sight, sound, touch and smell), habitats, parts of a plant, lifecycle of plants, what plants need to grow.

Learning Outcomes

By the end of the programme, students should be able to:

- Use their senses to explore a habitat.
- Identify the parts of a plant and their functions.
- Can describe the lifecycle of a plant.
- Know what plants need to grow and survive.

Before you come

Q What would it be like to live in a wood?

Programme Outline

Learning Objectives	Activity
<ul style="list-style-type: none"> • Children use their sense of touch to explore the woodland habitat. 	<p>Texture Trail Children collect a variety of textures as they walk in the woodland.</p>
<ul style="list-style-type: none"> • Looking at plant structure and function. • Reinforce the parts of plants and introduction to natural art. 	<p>Build a Tree The children use their bodies to create the different parts of a tree and look at the job of each part.</p>
<ul style="list-style-type: none"> • Learn/reinforce the lifecycle of plants. • Learn about how some plant parts are specialised for certain stages in their lifecycle. 	<p>Lifecycle of a plant Relate season and objects collected to stages in a plants lifecycle. Whole group drama activity.</p>
<ul style="list-style-type: none"> • To use their sense of hearing to explore a woodland habitat. 	<p>Listening Activity Children sit and listen for plant and animal sounds.</p>

<ul style="list-style-type: none"> To explore trees using their senses. 	<p>Meet a Tree In pairs, children help each other to explore trees using their senses.</p>
<ul style="list-style-type: none"> Learn/reinforce what plants need to grow. 	<p>Plant survival game.</p>
<ul style="list-style-type: none"> To practise using their sense of sight and smell to explore a woodland habitat. 	<p>Colour palettes or Smelly Shakes (If time and weather dependent)</p>

Key Concepts

Woodland habitats, minibeasts, micro-habitats, adaptation, food chains.

Learning Outcomes

By the end of the programme, students should be able to:

- Describe how woodland habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- Identify and name a variety of plants and animals in a woodland habitat, including micro-habitats.
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Learning Objectives	Activity
<ul style="list-style-type: none"> Review what plants and animals need to live. Predict what minibeasts they may find. Collect minibeasts using a variety of techniques. Use keys to identify minibeasts. Record their data. 	<p>Minibeast Hunting In a woodland glade, children explore a variety of micro-habitats to search for minibeasts. The children will use simple keys to identify the minibeasts they find and then record their data.</p>
<ul style="list-style-type: none"> How animals are adapted to where they live. Where minibeasts fit in woodland food chains. 	<p>Food Chains Children look at the minibeasts they found in each micro-habitat and draw conclusions from their findings Children create food chains using the minibeasts they found.</p>
<ul style="list-style-type: none"> How energy flows through food chains in woodland habitats. 	<p>Food Chain Game Children play a game to reinforce the way energy flows through a food chain.</p>

- To make a minibeast out of natural materials.
- To learn about the key characteristics of some common woodland minibeasts.
- To describe how minibeasts are adapted to the woodland environment.

Minibeast Art

In groups children use natural materials from the woodland habitat to create a woodland minibeast of their choice.

Self-guided trails

To complement this whole-day programme, we recommend the Forestry Commission's [Woodland Play Booklets](#) and the [Sensory Explorers backpack](#) and the [Minibeast Explorers backpack](#).

National Curriculum links

Plants

- Year 1 – identify and name a variety of common wild plants, including deciduous and evergreen trees
- Year 1 – identify and describe the basic structure of common flowering plants, including trees.
- Year 2 – describe how seeds grow into mature plants.
- Year 2 – describe how plants need water, light, soil and air to grow and stay healthy.

Animals, including humans

- Year 1 – identify and name a variety of common animals.
- Year 1 – identify and name a variety of common animals that are carnivores, herbivores and omnivores.

Seasonal changes

- Year 1 – observe changes across the four seasons

Living things and their habitats (Year 2)

- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- Identify and name a variety of plants and animals in their habitats including micro-habitats.
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.