

# **TREES** *for* **LEARNING**

Every Season  
Outdoors



Learning Resource for Teachers  
of EYFS, Key Stage 1 & Key Stage 2



[communityforest.org.uk](http://communityforest.org.uk)

*England's community forests*



Department  
for Environment  
Food & Rural Affairs



## **TREES** *for* **LEARNING**

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Outdoors

# **Community Forests**

England's Community Forests are located in and around our largest towns and cities and work to improve their communities with trees. We achieve this by:

- Positively addressing climate change and improving quality of life by working with existing communities to plant trees, create local green spaces, access routes and promote local food growing.
- Developing new sustainable communities able to minimise flood risk, storm water flows and be linked to local food and fuel.
- Building sustainable communities through work by actively engaging all sections of the community in understanding, using, gaining benefit from green spaces.
- Delivering long-term and sustainable landscape, biodiversity and access improvements which provide diverse benefits to this and future generations.
- Positively contributing to the investment potential of the country's largest towns and cities, and providing diverse benefits to the local economy.

# Trees for Learning...

Trees for Learning is a major project to encourage schools to plant trees within school grounds and local green spaces. It forms part of DEFRA's pledge to support schools to plant 1 million trees by 2020.

England's Community Forests are working together to help 1,000 primary schools to design new woodland areas for outdoor learning and engage children in the planting of 164,000 trees by 2020, working alongside the Woodland Trust to cover all of England.

The project has a focus on education and every child involved has the opportunity to learn from and about trees. The aim is for every child to develop a connection to nature and begin to appreciate both the value and beauty of trees.



## Why Plant A Tree?

Here are some reasons

They look attractive

Wood for fuel

Taking carbon dioxide from the air to help combat climate change

A good place to play, learn and relax

Shade

Shelter

Catching the rain to stop flooding

Habitats for wildlife



# Learning Outside - Top Tips...

- **Choosing A Location** - You may have a newly planted or established woodland or some mature trees in your school grounds but if you don't, you could observe trees within the local area such as street trees. You could walk to a local place such as a nature reserve or park. Trees in local gardens can be observed and enjoyed from afar. Most of the activities can also be simply adapted for other locations.
- **Make A Class 'Outdoor Charter'** - Agree class rules for outdoor learning together and create a charter before you head out for the first time – this helps children to consider the risks outdoors and how to be considerate to the environment and each other. You can review this each time you go out and use it as a reminder.

## Outdoor Charter

We respect and listen to each other

We always ask before we pick anything

We respect and look after the wild animals and insects

We respect and look after the plants and trees

We are safe with tools and equipment

We clean our hands when we get back to school

We clean our shoes before we go into school

(continued on next page)



## Learning Outside - Top Tips...(continued)

- **Excitement And Noise** - The first time you take learners outdoors there will certainly be excitement and noise - but don't worry, this doesn't mean that learning isn't taking place, and as long as the objectives for the session are met and everyone is safe, you should consider it a success. The novelty of being outside will soon lessen and outdoor learning will become calmer and quieter.
- **Routines** - Just like in the classroom, it is important to establish a routine for outdoor learning. At the beginning of the session you could share the routine by using a simple visual timetable with pictures of what is planned.
- **Boundaries** - Show the children the boundaries of the space they are working in so they know how far they can roam. You can mark the space with ribbons on trees or by using landmarks such as fences as markers. Older children could set their own boundaries at the beginning of the session.
- **Call and Response** - Agree on signals for children to return to you or stop what they are doing and listen. For example: You shout 'One, two, three, where are you?' and the children respond 'One, two, three, here I am.' There are lots of other great ideas online.
- **Be Spontaneous** - When a learning opportunity presents itself then take advantage of it. Is it snowing? Are there lots of fallen branches that could be used for a maths activity? If it's sunny, could you adapt your lesson and work outside?
- **Practical Considerations** - Bring a first aid kit, medication and a mobile phone out with you and have a plan for what to do should there be an emergency. Plan how children can access the toilets if they need to. The children could have a set of outdoor clothing and wellies in school all the time so you can go outside in any weather on any day.
- **Children With Special Educational Needs And Disabilities (SEND)** - Some children may need extra support in order to access the outdoor area and the activities you plan. All children will have a different life experiences and it may take a few sessions, before all of the group feel at ease in a new environment. You might want to gradually increase the length of the sessions as the children feel more at ease in the new environment.

We have compiled some activities to help you to explore, use and learn about the trees in your school grounds or local area. We have arranged them by season and by key stage. The activities have been categorised into themes:

Investigating trees

Resources from trees

Tree habitats

Exploring with trees

Inspiration from trees



March • April • May

# Spring Facts

Spring starts at the beginning of March and used to be called Lent in Old English.

The spring equinox happens on 18th – 21st March each year and this is when the day and night are equal length – exactly 12 hours each. After the equinox the days get longer until the summer solstice in June.

As the hours of daylight increase, this is a signal for plants to start to grow. The energy from the sunlight is used during a process called photosynthesis by chlorophyll; the green molecule in leaves that gives them their colour. Water from the rain and soil and carbon dioxide gas from the air are turned into sugar and starch which is food for the plant. Oxygen is produced during this process and released into the air.

As trees start to grow in spring, their sap rises. If you hold a stethoscope to the trunk you can actually hear it gurgling!

In spring lots of migratory birds return and you will hear them singing the dawn chorus. One of the first birds to return is the chiffchaff and it makes a sound like its name 'chiff chaff, chiff chaff'. You can often hear it if you go for a walk in the woods.

Chiffchaff



# Things to see and do...

Nature is very busy in spring as the days get longer and warmer.



You can spot trees and other plants 'springing' into life. Look out for buds bursting and new leaves unfolding.



The woodland floor may be covered in a beautiful carpet of bluebells. They bloom before the trees are fully in leaf to make the most of the sunlight coming into the woodland.



The animals are more active too. You will hear the birds singing and you may spot a queen bumble bee looking for nectar after spending the long winter hibernating.

You can sow wildflower seeds in spring and they will flower in summer.



## Five Little Daffodils...

One little daffodil had nothing much to do,  
Out popped another one, then there were two.  
Two little daffodils were smiling at a bee,  
Out popped another one, then there were three.  
Three little daffodils were growing by the door,  
Out popped another one, then there were four.  
Four little daffodils were glad to be alive,  
Out popped another one, then there were five.  
Five little daffodils were wearing golden crowns,  
They danced in the breeze in green satin gowns.

*Anonymous*

Cyril the Squirrel says...

In spring you can begin to weed, feed and mulch around trees and hedges.

Some fruit trees can be pruned in spring, check [rhs.org.uk/advice](https://www.rhs.org.uk/advice)



EYFS

Investigating trees

⌚ 1 hour

**Resources:**

Colour wheel or palette (try a DIY store for free paint swatches)

**Curriculum links**

Understanding the world: *The world*

Expressive arts and design: *Exploring and using media and materials*

# Spring Colour Hunt

Go and explore outside in any weather to see the colours of spring. See how many different greens there are on the trees, look for flowers and colourful insects too. You could use a colour wheel or palette as a prompt, or use a colour 'bingo' sheet. Ask the children to look for the same, different, light and darker colours. They could also hunt for multi-coloured objects and objects with patterns. Brightly coloured flowers attract insects, can the children spot any? Hold leaves up to the light and see how the colour changes. Take photos during the hunt to use as inspiration for artwork in class.



## WHAT NEXT?

You could repeat this activity in summer, autumn and winter then compare the artwork produced.

You could explore other areas and compare the colours found or the artwork produced.



EYFS

Resources from trees

 1 hour

### Resources:

A small container or bag for each child.

You could use a white sheet or tray to display the found objects

### Curriculum links

Understanding the world: *The world*

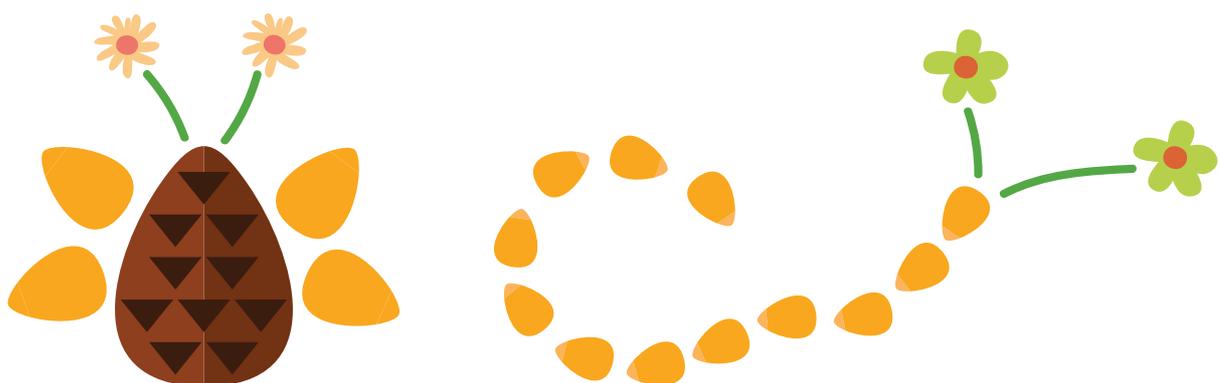
Mathematics: *Shape, space and measures*

Physical development: *Moving and handling*



# Springtime Scavenger Hunt

Take a small group for a walk to a woodland area and collect natural objects. Once they have collected 4 or 5 objects they can sort them by shape, size or colour and make a pattern or picture. Feel the texture, smell them and look closely. Show the children an object, can they find something the same size or colour? Can they make a butterfly, hedgehog or any picture they choose on the ground as a group with the objects they found?



## WHAT NEXT?

Take photos during the hunt to use as inspiration for artwork in class.

Repeat in summer, autumn and winter and compare the objects found.

**Resources:**

A stick for each child, a length of wool or string for each child

**Curriculum links:**

Understanding the world: *The world; People and communities*

Expressive arts and design: *Exploring and using media and materials*

Physical development: *Moving and handling*

Communication and language: *Listening and attention; Speaking*

# Journey Sticks

The children each have a stick; they could go out to find their own or you can collect them in advance. It needs to be about as long as their forearm. The children can wrap wool or string around it in a spiral, with some help if needed. They then go on a journey around the school grounds or a particular area and collect objects that they can then add to their journey stick. The objects need to be smaller than their finger and as light as a feather.

Journey sticks were an Australian Aboriginal tradition used for recounting a long journey. The collected objects were fixed on the stick in chronological order to form a 'map' of the journey. The stick was then used to tell the story of the journey. It can also be used to help with speaking and listening skills; only the person holding the stick can talk...then pass it on.



## WHAT NEXT?

The children can try to use the stick to recount their journey or you can use a class stick together.

KS1

Investigating trees

 1 hour

**Resources:**

Tree, wildflower and insect ID sheets

**Curriculum links:**

*Science: Observe seasonal changes, describe the basic structure of plants, identify and name native trees and wildflowers*

# Signs Of Spring

Look for the signs of spring such as buds bursting, leaves on plants, flowers, birds calling and insects such as ladybirds, bees and butterflies. There are 'spot it' sheets available online. Record the results on a 'spot it' sheet or take photographs.

Identify the trees and other plants you find using a book or resources online.



## WHAT NEXT?

Use role play to act out the life cycle of the plants or insects you find.

Use the data collected for some data handling work.

Create identification keys to help others identify the living things in the school grounds.

Create a fact file about the living things that you found.

Observe the changes to plants over the coming weeks.

**Resources:**

Cuddly woodland animal, bag

**Curriculum links:***Science: Observe seasonal changes, describe the basic structure of plants, identify and name native trees and wildflowers**Literacy: Speaking and listening, orally retelling a story**Maths: Sequencing events in chronological order using language*

# Woodland Memory Walk



Tell the children you have a visitor and introduce them to your cuddly woodland animal. They are going to take the animal for a walk in the outdoor area. What do the children think they will see on the journey?

Take a small group of children and your cuddly animal for a circular walk exploring the woodland area, you could leave objects as prompts (anything that will ignite the children's curiosity – even simple things such as a book or a pencil) or use natural objects. Collect the things the children find interesting in a bag. Make sure you collect enough objects so there is one for each child and adult.

Once you have finished your journey you can gather together in a circle. Put the objects you found in the centre of the circle so everyone can see them. Your cuddly animal can now be passed around the circle. Each child can try to recall the sequence of the journey by saying, 'When I went for a walk today I found...'

- If they choose to, they can put on a voice for the animal and add extra details (you can model this first). For example, 'When I went for a walk today, I found a delicious acorn hidden under a leaf so I munched it up!' ...the animal travels around the full circle. If any children struggle to remember the order they can choose any object.

You could record the children's responses and use them for story writing.

## What next?

Use role play to act out the story.  
Write a story based on your journey using a story mountain (thinking about the way the story builds from the beginning, to the problem and finally the end) to help with composition.

KS1

Tree habitats

⌚ 1.5 hours

**Resources:**

Air drying clay, natural objects

**Curriculum links:**

*Science: Living things and their habitats - Identify and name a variety of plants and animals in their habitats and micro-habitats. Identify that animals live in habitats and how these habitats provide for their basic needs. Describe how animals obtain their food*



# Clay Woodland Animals And Mini-Habitats

The children can research different woodland animals and make a mini-clay woodland creature. There are lots of resources online or in information books.

Make mini-habitats in a large tray (if you want to bring examples back indoors) or on the woodland floor using found objects.

The children can then label and explain what they have done and why. Where would the living things find their food, water and shelter? How can they use what they have learned to help more wildlife to make a home in the school grounds?

## What Next?

Create fact files about the woodland creatures and their habitats. Create habitat areas in your school grounds; you can find instructions online. Create simple food chains for each animal in its habitat.

KS2

Tree habitats

⌚ 1.5 hours

**Resources:**

Laminated photographs of living things for each habitat

**Curriculum links:**

*Science: Living things and their habitats – Construct and interpret food chains identifying producers, predators and prey*

# Food Chains And Webs

Visit a woodland habitat, where would animals find shelter, food and water? Can the children find any animals and plants? Take out some identification resources so the children can make a list of everything they find.

Research the living things they found and print off photographs, then put them into food chains. Which is the producer, consumer, predator, top predator and decomposer? Take photographs of the chains they have made and annotate them in class.

## WHAT NEXT?

Use the food chains to create a display in class.

Create more habitats in the school grounds.

Visit other locations to see which living things you find and make new food chains.



Tawny owl  
Predator



Frog  
Consumer



Slug  
Consumer

Leaf  
Producer

KS2

Inspiration from trees

⌚ 1 hour

### Resources:

A stick for each group, wool, string or twine

### Curriculum links:

Literacy: *Speaking and listening & composition*



# Talking Stick

This activity is based on the Native American tradition that helped everyone to have their say during council meetings; only the person holding the stick can talk! The stick was said to have spiritual qualities that allowed the Native American's ancestors' spirits to guide the speakers to make good decisions. All members of the discussion were valued equally and had their opinion heard.

Make one talking stick as a group whilst exploring the outdoor area – use string wrapped around a stick and collect fallen objects. The objects can be chosen for any reason; perhaps the colour, shape or texture is interesting or the place it was found was thought-provoking.

The completed stick can be used to tell a story the children have created as a group by passing the talking stick – whoever has the stick is the story teller and can tell the next part of the tale.

If you think the group need it, you could do a warm-up activity by first passing the stick and making silly

sentences – each person says a word in turn to make a silly sentence or the group could brainstorm ideas for the story first using the stick as inspiration. Then pass the stick round...

The story could be about a woodland creature or an adventure in the woodland. The items you have collected can be just for decoration or can be inspiration for the setting, characters or events in the narrative. A feather could symbolise a bird or flying, a leaf could mean a tree or falling...let your imagination run wild!

## What next?

If the stories are recorded they could be written down and developed further in class.

The children could make talking sticks for their own story.

The talking sticks can be used in other activities in and outside of the classroom, for example, Philosophy for Children, debates and circle time.

KS2

Tree habitats



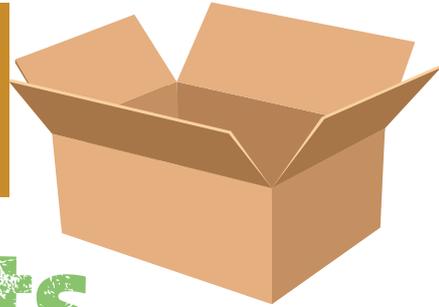
2-4 hours

### Resources:

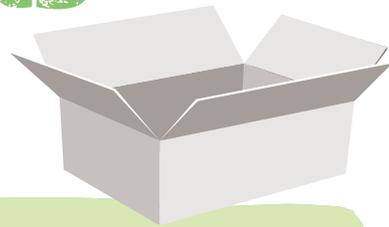
Natural materials and materials that can be reused, such as clean plastic bottles, plant pots, yoghurt pots, cardboard boxes, newspapers and wooden pallets

### Curriculum links:

Design and Technology: *Research, design, make and evaluate a product for a specific purpose*



# Create Habitats For Wildlife



The children can research animals that live in their local area and what they need to survive. They can produce a fact file and use this, alongside ideas from books and online, to plan and build homes for wildlife. They can use resources in the schools grounds and recycled materials from school or home (after construction they can evaluate their creation). The children will need to consider the materials they will use, the most suitable location for their creation and whether it will be suitable for the animal they wish to attract.

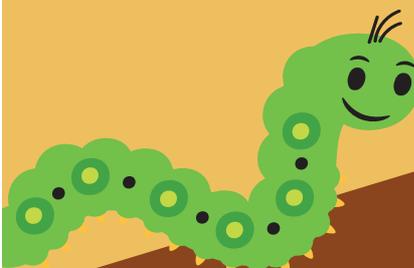


## What next?

You could plan to create a wildlife area in the school grounds with wildflowers, food, water and homes for wildlife.



June • July • August



# Summer Facts

There are two ways used to decide which season it is. Meteorological seasons are split by months so summer always begins on the 1st June. The **astronomical calendar** is decided by the Earth's journey on its elliptical orbit around the sun. Summer begins on the day of the summer solstice (the longest day of the year) and ends on the day of the autumnal equinox (when the day and night are of equal duration).

**Summer is the season with the longest and warmest days of the year.**

Plants usually grow best in the summer months when they receive the most sunlight and warmth.

Most animals are active in the summer, rearing young. Squirrels begin to gather and hide nuts in late summer for the winter.

Summer occurs because of the way the Earth is tilted on its axis. The hemisphere (half of the Earth) tilted towards the sun experiences summer and the hemisphere tilted away experiences winter.

England is in the Northern Hemisphere; when it's summer in the Northern Hemisphere it's winter in the Southern Hemisphere.

Most children have a long holiday from school in the summer. In the past, this was so they could help on the farm.



www Earth's tilt



# Things to see and do...



Try out your tree identification skills in summer when the trees are in leaf. Look closely at the leaves and at other clues such as flowers, seeds or berries.

There are lots of insects around in summer, so go on a minibeast hunt to see what's hiding. If you plant some wildflowers, let the grass grow long or leave some logs around to rot, you will see more insects.

Look for butterflies and moths; see if you can follow one.

## The Beech Tree

*I'd like to have a garden*

*With a beech tree on the lawn;*

*The little birds that lived there*

*Would wake me up at dawn.*

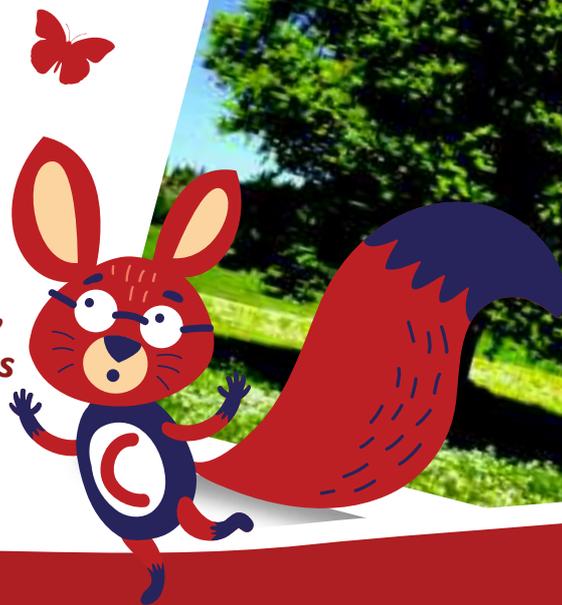
*And in the summer weather*

*When all the leaves were green,*

*I'd sit beneath the beech boughs*

*And see the sky between.*

*Rose Fyleman (1877-1957)*



**Cyril the Squirrel says...**

In summer you can weed and mulch around trees and hedges.

Some fruit trees can be pruned in summer, check [rhs.org.uk/advice](https://www.rhs.org.uk/advice)

If it is dry for a prolonged period you can help by watering your trees and hedges occasionally. Trees in pots will need to be watered more regularly.

EYFS

Resources from trees

⌚ 1 hour

**Resources:**

Paint, paper

**Curriculum links:**

Understanding the world: *The world*

Expressive arts and design: *Exploring and using media and materials & Being imaginative*

# Natural Paintbrushes

You or the children can collect natural objects to use as paintbrushes to create artwork – collect leaves, flower heads, grass stalks, seeds, fallen objects such as feathers and sticks. Use them to apply paint to the paper. What pattern do they make? Which do you like most? What else could we use? What if you try printing instead or painting? You could make a rubbing on the trunk of a tree.

## WHAT NEXT?

You could use other natural objects to apply paint such as cut up fruit and vegetables or log slices.

The children could make repeating patterns or mosaics by printing with the objects.

You could make a still-life display from natural objects for the children to be inspired by when painting and drawing.



EYFS

Exploring with trees



30 minutes to an hour

### Resources:

Story book about sounds

### Curriculum links:

Understanding the world: *The world*

Communication and language: *Listening and attention*



# Go On A Sound Hunt

Read a story such as 'Mr Brown Can Moo! Can you?' by Dr Seuss. Stop and sit quietly on a blanket in different parts of the woodland. Try to identify all of the different sounds. Can you hear the leaves rustle on the trees? Can you hear the birds hiding in the trees? Can the children copy the sounds? Are the sounds close or far away? High or low? Quiet or loud? Continuous or not? A pattern or quite random?

You could use a piece of paper to record the children's ideas for use in the classroom later. You might be surprised by how much noise there is, natural and man-made!



## What next?

Listen to different bird calls and then look at pictures of the birds, you could put out some bird food and go birdwatching...you'll need to be very quiet and patient.

Make musical instruments from recycled or natural materials. You could compose a song together or play along to a song you all know.

**Resources:**

A cotton bag, some natural and man-made objects (pine cone, bottle cap, wool, babies sock, small branch, feather, shell, pencil, toy car, acorn, conker)

**Curriculum links:**

Communication and language: *Speaking; Listening and attention*

# What Is It?

Tell the children that you have some mystery objects in your bag. Sit in a circle, the children can close their eyes and feel the object before guessing what it is. They can describe how the object feels. At the end, challenge children to find the object you describe or name just by using their sense of touch.

## What next?

You could discuss whether objects are natural or man-made and ask the children to sort them – use hula hoops and labels so they can physically move the objects to the category they choose.

What objects around the classroom or your home are made from wood or wood products?

A box with items in could be passed around. Can they listen to the sound the object makes when the box is shaken or feel the weight?



KS1

Tree habitats

 1 hour

### Resources:

White trays or sheets, pots, paint brushes (to gently brush a minibeast into a pot), some ID sheets or books, magnifying glasses, clay (optional)

### Curriculum links:

*Science: Living things and their habitats - Identify and name a variety of plants and animals in their habitats and micro-habitats. Identify that animals live in habitats and how these habitats provide for their basic needs. Describe how animals obtain their food.*

# Go On A Minibeast Safari And Investigate Habitats...

Take a small group of children hunting for minibeasts in the school grounds. Look in the woodland and long grass, carefully lift objects such as dead wood or find flowers where they are feeding. Once the children have collected or found a minibeast, they will need to look very closely to make some scientific observations. They can record this information in a table and then continue their hunt or they could try to create a replica of the creature from clay. It must have the correct number of legs, eyes, body segments and antennae. Can they identify it using an ID guide? The clay 'creatures' can be put together in a minibeast gallery in the classroom; they can be labelled with their common name and their characteristics.

### What next?

More research about minibeasts can be used to add to the display, such as where they live, what they eat and other interesting facts. You could plan to add more suitable habitats to the school grounds.

KS1

Investigating trees



30 minutes to an hour

### Resources:

Tree ID sheets or books, squared paper, some leaves to pick from trees (trees won't suffer as long as they are healthy and well-established – limit the amount to prevent any individual tree being stripped and get permission from the ranger or landowner if you are out of school)



### Curriculum links:

Maths: Area

Science: Plants - Identify and name a variety of common wild and garden plants including deciduous and evergreen trees. Identify and describe the structure of common flowering plants including trees



# Leaf Walk

Go on a walk and ask the children to collect 3-5 leaves each. Collect different sizes, colours and shapes, leaves that are interesting for any reason. Come together as a group and each person can choose their favourite leaf. Why did they choose it? Has anyone got the same type of leaf as someone else? What can the children see if they look very closely at their leaf? Can they see the delicate veins and a stalk? The leaf edges might be smooth, toothed or lobed (like an oak leaf). Each person can take a piece of squared paper and draw around one or two of their leaves. Can they identify the species from the shape?

They can estimate then calculate the area of their leaves by counting the full then part squares. A piece of string can be used to measure the perimeter.

The Woodland Trust has excellent resources online to help you to identify and find out more about our native trees.

## WHAT NEXT?

You could ask the group to come up with some why, what and how questions or prompt them.

This could form the beginning of a science research project. What are the functions of leaves? Why are leaves green? Why do some trees have larger leaves? Why are leaves on the same tree different sizes?

As an extension they can calculate the average area of the leaves or average for a particular species, for example oak or birch, by collecting information from their classmates.

KS1

Investigating trees

 1 hour

**Resources:**

Stop watch, ruler, metre stick, measuring tape, sticks, clock

**Curriculum links:**

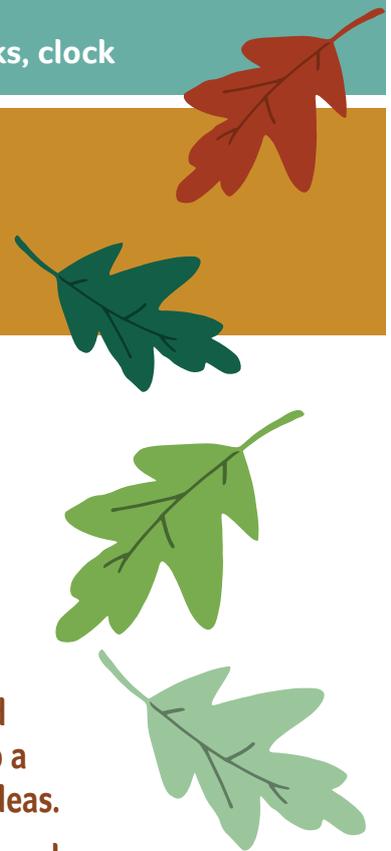
Maths: *Time – measure and record time*

Science: *Working scientifically – gathering and recording data to help in answering questions*

# Natural Time And Sundials

Estimate then measure the time it takes for a leaf or seed to fall from a tree, a bee to visit a flower or a bird to fly to a certain point. Ask the group to come up with their own ideas.

On a bright day you will see shadows throughout the day and you can use them to record the time. Push a stick into soft ground and make a mark on the ground each hour using other sticks or natural materials such as pebbles, leaves or feathers. Which direction does the sun rise and set? How does the woodland look at different times of the day?



## WHAT NEXT?

The children could use the times they have recorded as non-standard measures, for example: 'I can run 100 metres in 5 bee visits!'

Measure the length of the shadows created by the sundial. What do you notice through the day? Repeat in different seasons too.

Find out more about how the Earth orbits the sun.

Research the history of time and methods of measuring time.

Use other non-standard measures such as paces (large strides), leaves or branches to measure distances and heights.

KS2

Tree habitats

⌚ 1 hour

### Resources:

Hula hoops or quadrats (square frames), native flower and plant ID guides

### Curriculum links:

Maths: Percentages

Science: *Living things and their habitats – describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences; working scientifically, gather, record, classify and present data to help answer questions*



# Woodland Plant Survey

Visit the woodland and another place such as the school field. Use the quadrat (50cm x 50cm frame) or hula hoops to measure and record the groundcover of different plants, as a percentage of the total area – you could sub-divide the frame into smaller sections using string or wire to form a grid. Gently throw the quadrat in the chosen area to randomise the survey. Look closely to find the different species. Identify the plants using an ID guide; these can be found online or in books. Then make an estimate of how much of the area is covered by each species.

How do the different places compare?

Can you explain the difference?

## What next?

- Use the information to create a fact file for each area. Present the findings as pie charts.
- Plan to add diversity by planting native bulbs or a wildflower meadow and letting some grass grow longer.



KS2

Investigating trees



Less than an hour

### Resources:

Trundle wheel

### Curriculum links:

Maths: Area, measurement, real-life problem solving

# How Tall Is That Tree?

Start with a discussion: How can you measure the height of a tree? Do you have to climb it?

A tree's height can be measured using an instrument called a clinometer. We can also use some simple trigonometry to get a good estimate. All we need is ourselves and a straight branch that is the same length as your arm from hand to shoulder.

Stand in front of the tree and hold the stick vertically in one hand at its lowest part. Stretch your arm out straight in front of you.

Facing the tree, move away or towards it until the stick covers the tree exactly. You have now positioned yourself at a tree height's distance from the tree. You can mark the spot and use a trundle

wheel to measure the distance from the tree trunk – this will give you an approximate height.

Why is it important to know the height of a tree? Maybe you want to know how long the timber from the tree will be or how far the tree will fall if it is cut or falls down!

Some trees species grow taller than others and even trees of the same species grow to different heights depending on where they grow (in the open, in a woodland or at the edge of a woodland)

## What next?

Research other methods you could use, you could make a clinometer. Find the tallest tree in the school grounds. You could do a tree health survey: use a check sheet to record your findings. Look at identifying the tree, look for dead branches, cracks, fungi and damage to the trunk.

KS2

Inspiration from trees

⌚ 1 hour

**Resources:**

Some mature trees, paper, pens

**Curriculum links:**

English: *Composition and performance of poetry*

# Group Tree Poems

RUSTLE

ROUGH

TWEET

BARK

CREAK

BRANCH

## What next?

The shared poems can be used as a basis for further composition and development of poetry in class.

Mindfulness in the forest: breathing, relaxation, being 'in the present', listening and being quiet.

Find a 'magic spot': choose a special place, sit quietly, do a micro-observation of the things around you.

In groups of 4 to 6 the children can choose a mature tree to sit under. Individually they sit quietly, look up at the branches and record the words they think of, they could be nouns, adjectives or verbs. Now the children can face the tree, sit and look at the whole tree and then record the words that they think of. Next, they can touch the tree's trunk, branches and leaves and record more descriptive words.

Finally, the group work together and use the words to compose a poem about the tree. The words could be written on individual pieces of paper so they can be spread out and moved around.

Share the poems with the whole class.



September • October • November

# Autumn Facts...

Autumn was called harvest until the 1500s. It is believed the word "autumn" came from the Etruscan (an ancient Italian civilization) word "autu", meaning change of season.

There's no autumn for people living near the equator, they have the same amount of daylight all year long.

In autumn the days are getting shorter and the weather cooler. The green leaves of deciduous trees turn from green to rich reds and yellows. As the days shorten it is a signal to trees to stop making food through photosynthesis. Chlorophyll, the green molecule in the leaves that makes the tree's food and gives them their colour, is gradually broken down. This is called 'leaf senescence'. This change reveals the yellow pigments in the leaf and other chemicals appear orange and red, creating a beautiful spectacle each year.

Because of climate change, autumn leaf loss by oak trees is around one week later than it was just 30 years ago.

Evergreen trees are adapted to continue photosynthesis even when there's less daylight, using chlorophyll in their leaves to make food all year round.

In autumn, some birds prepare for winter migration to warmer climates by eating berries, insects and other food. One of the longest migrations is the 11,000 mile journey made by the Arctic Tern between the UK and the Antarctic.



Oak leaves change colour



# Things to see and do...

Autumn is a lovely time to go for a walk in the woods:

Woodland areas are full of nuts and berries; look for blackberries and conkers. Can you spot squirrels stashing acorns ready for winter?

You are likely to spot some fungi too. Look around the woodland floor, dead wood and on trees. Some are very tiny and some are big.

**Crunch and kick the fallen leaves.**

Collect leaves and make a picture from them, there should be lots of colours to choose from.



## THE LEAVES

The leaves are falling  
From the trees  
Yellow, brown, and red.  
They patter softly  
Like the rain  
One landed on my head!

Anonymous

## LEAVES ON THE GROUND

When the leaves are on the ground,  
Instead of on the trees  
I like to make a pile of them,  
Way up to my knees.  
I like to run and jump in them,  
And kick them all around -  
I like the crunchy feel of them  
And the lovely crackly sound.

Anonymous

## AUTUMN WIND

When autumn wind goes running.  
It does some magic things.  
It gives the shadows dancing shoes,  
It gives the bright leaves wings.

When autumn wind goes running.  
It curls the bonfire's tail of smoke  
And shares a little whispered joke  
With acorns who delight to prattle,  
It turns a seed pod into a rattle.

When autumn wind goes running.  
Red leaves and yellow leaves  
Orange leaves and brown,  
Leaves are dancing everywhere  
Happily dancing down.

Anonymous

## Cyril the Squirrel says...

An oak tree will only produce acorns when it is around 40 years old! In autumn you can collect seeds from mature trees -  
[www.woodlandtrust.org.uk/plant-trees/advice/how-seed/](http://www.woodlandtrust.org.uk/plant-trees/advice/how-seed/)

Some fruit trees can be pruned in autumn,  
check [rhs.org.uk/advice](http://rhs.org.uk/advice)

Hedges can be pruned after the birds have finished nesting at the end of September, check [rhs.org.uk/advice](http://rhs.org.uk/advice)



**Resources:**

Natural materials, plastic bowls or yoghurt pots for each child

**Curriculum links:**

Understanding the world: *The world*

Expressive arts and design: *Exploring and using media and materials; Being imaginative*

# Woodland Potions

Go on a sensory walk around the school grounds. With guidance from an adult, children can collect items that may be used in their potion. Use naturally found materials such as soil, mud, berries (some berries are poisonous so if you're not sure it's best to be cautious), petals and leaves. Mix all of the ingredients together with a stick in a bowl. Smell it, look at the colours and describe the smell. What sound does it make when it is stirred? Name the potion using a describing word.

You could say a magic spell whilst you mix in your ingredients and the stick is a magic wand!

**Petal from the flower**

**Colourful and bright,**

**Leaf from the tree**

**Fallen in the night,**

**Berry from the hedge**

**Food for birds and mice,**

**Soil from the ground**

**Our magic potion's found!**

Explore each other's creations. How could they make the mixture thicker, more colourful or smellier?



## WHAT NEXT?

What else can you make from the things you found? Could you make a mobile or collage?

EYFS

Resources from trees

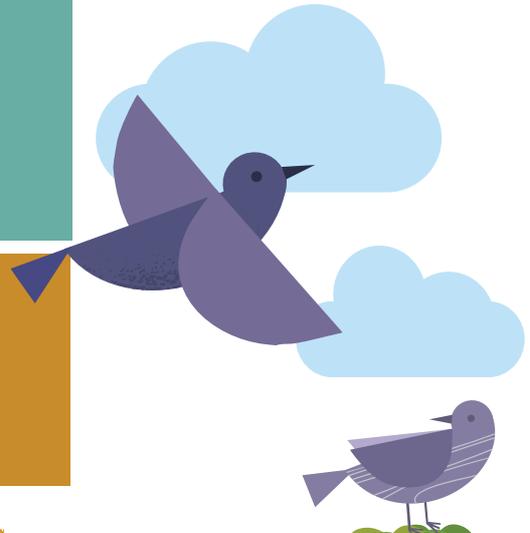
⌚ 1 hour

### Resources:

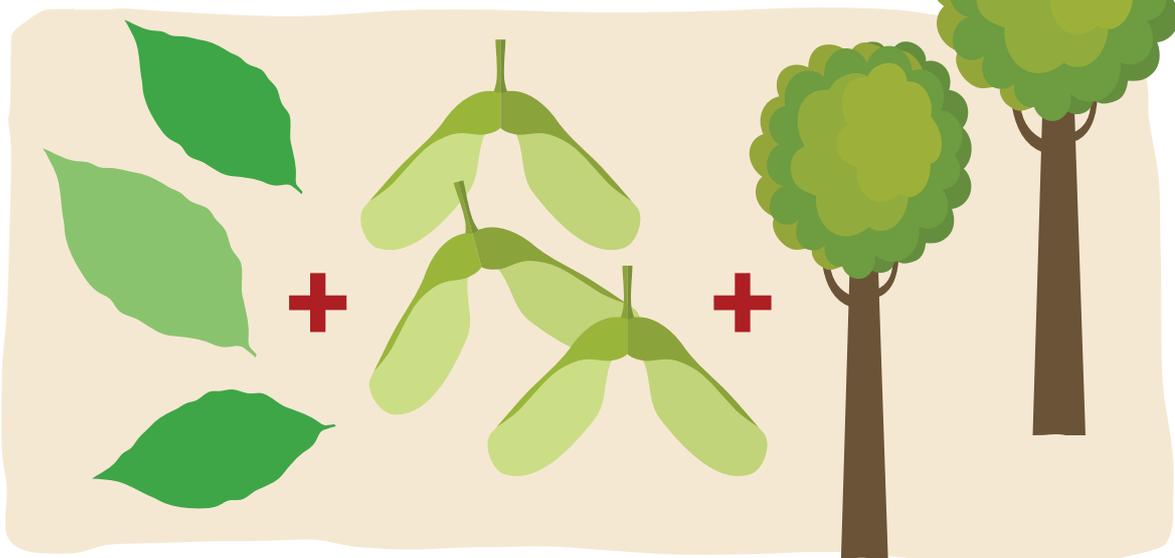
Natural objects  
Number images – both words and numerals with correct number of places to place objects

### Curriculum links:

Understanding the world: *The world*  
Mathematics: *Numbers; Shape, space and measures*



## Natural Maths



Collect leaves/seeds/twigs and count them. Collect a specific number of any item (3 smooth leaves, 3 seeds, find 2 large trees) Sequence the collected objects as a group in different ways: size, quantity, weight or in a pattern.

Use picture prompts to encourage the children to find the correct number or replicate a pattern.

### WHAT NEXT?

The children could write down the number of objects they have found. The collection could be used as a resource for imaginative play.

EYFS

Tree habitats

 1 hour

### Resources:

Hedgehog photographs or videos  
Laminated hedgehogs with numbers to 10 or 20 on the back

### Curriculum links:

Understanding the world: *The world*  
Mathematics: *Numbers*  
Physical development: *Moving and handling*

# Go Hunting For Hedgehogs

Show the children a photograph or video of a hedgehog. What is special about it? Hedgehogs like to hide in hedges and make a sound like a pig grunting, that's how they got their name. Hedgehogs need our help, their numbers are in rapid decline and they face extinction in this country. There is a lot of hedgehog information and great resources online try [hedgehogstreet.org](http://hedgehogstreet.org)

Hide laminated pictures of hedgehogs with numbers up to ten on the back around a woodland area. Tell the children to find them, then lay them on the floor, count them and try to put them in the correct order. Repeat, but the children can hide the hedgehogs. Make one go missing. Now can the children tell you which number hedgehog is missing?

Where could a hedgehog live in the school grounds? How would they find shelter from the rain, cold and wind? What would they eat? Go exploring to find a suitable habitat.



## WHAT NEXT?

Make shelters for hedgehogs, look for instructions online. The children could pile up leaves and make a shelter for any visiting hedgehogs. You could leave out water and cat food for them too.

Leave out a shallow tray of sand overnight with a pot of cat food sunk into it; see if there are any footprints in the sand the next morning.

KS1

## Inspiration from trees



30 mins

### Resources:

A natural object that you find interesting

### Curriculum links

Literacy: *Speaking and listening*



First model to the children by showing a special object you found in the outdoor area, and explain why it is treasure to you. For example, 'This is my treasure, it's a prickly pine cone, it is special because it feels nice to hold and it grew on a tree in the school woodland.'

Now the children can find a treasure (not a living thing). In a circle, each child can show their treasure to their partner and tell them, 'This is my treasure, it is a .... It is special because...' Challenge the children to use descriptive language.

Ask each child to tell the group about their partner's treasure, 'This is (name)'s treasure, it is a... It is special because...'

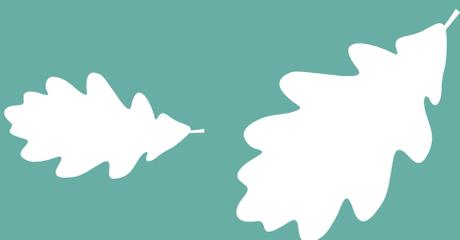
Whose object is the odd one out, why? Which are similar, why? Can we group them or sort them?

Make a display in class. Children curate the display by writing information about each treasure. This could be done in smaller groups and then each group can visit each display.

### What next?

The children can write a poem or short story about their object and how it came to be where it was found.

The object could be inspiration for some artwork.



KS1

Inspiration from trees

 1 hour

**Resources:**

Paper, pens

**Curriculum links:**

Literacy: *Composition of poetry; Descriptive writing*



# Poetry In Nature



Children explore the woodland and write down what they can see, hear, feel and smell.

They can then create a poem using this structure or their own:

*I opened my eyes and saw...*

*I listened carefully and heard...*

*With my hands stretched out I felt...*

*I took a deep breath and smelt...*

*Down low I found...*

*Up high I discovered...*

## What next?

The poems could be made into a display or performed. They could be left outside to be read by passers-by.

You could visit a different place and make poems with the same structure to compare.



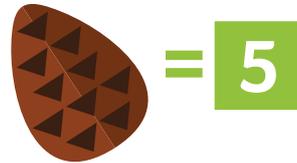
KS1

Resources from trees

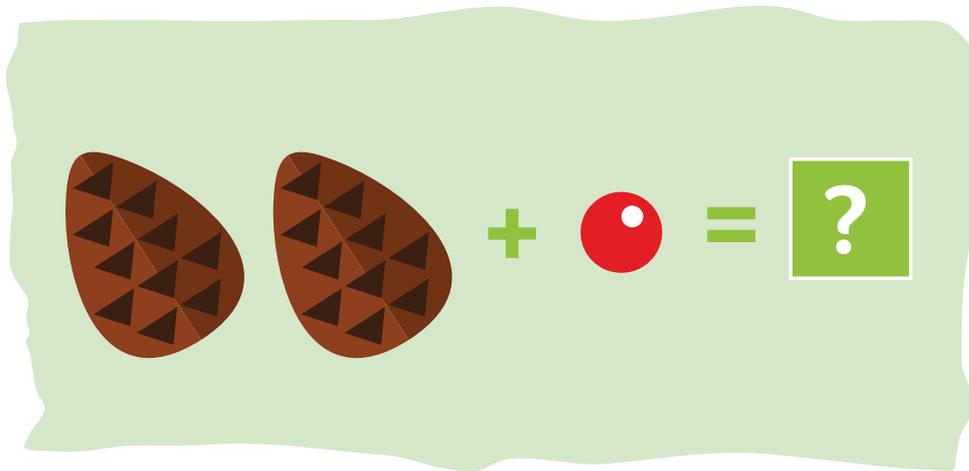
 1 hour

Resources:  
Pictures of numbers

Curriculum links:  
Mathematics: *Number*



## Natural Numbers



Make numbers out of natural objects. Can a small group work together to make all of the numbers to 10?

You could bring number images or visual prompts outside for the children to use as they place their objects.

Can the children create number sentences; can they solve each other's?

As a challenge, you could introduce some algebra work. If one pine cone = 5 and a berry = 7, what do 2 pine cones and 1 berry equal?

### What next?

Can they make shapes too? They could make 3D shapes with some clay used to hold the corners in place. The children could label the shapes they make and their properties.

KS2

Resources from trees

⌚ 1 hour

### Resources:

Containers (yogurt pots or similar)

### Curriculum links:

*Science: Plant reproduction – describe the life processes of reproduction in some plants*

*Evolution and adaptation – identify how plants are adapted to their environment in different ways*



# Seed Search

Give groups of children pictures of common seeds (dandelion clock, acorn, poppy, sunflower, sycamore seed and pea pod) What have they got in common? Discuss what they observe: similarities, differences and their purpose. Go on a scavenger hunt to find seeds in the woodland and local environment, collect them and try to sort them by the way they are dispersed. Research each type and which species use each method.

### HOW SEEDS TRAVEL...

**WIND** - the seeds are fluffy, winged or the plant has 'pepper-pot' seed pods

**WATER** - the seeds fall into a river, lake or the sea

**ANIMALS** - the seeds are sticky, hooked or are inside fleshy fruits

**SELF** - the plant has bursting seed pods

Why do some plants produce thousands of seeds? Why do seeds need to be dispersed from the parent plant? What is the advantage of being moved far away from the parent plant? Why are some seeds small, big, spiky, hooked, spiny, sticky, fluffy, light or heavy? Are humans ever involved in seed dispersal?



### WHAT NEXT?

Design a seed for a particular environment. Which mode of dispersal will you choose? What characteristics will you give it to make it an effective seed?

KS2

Investigating trees

 2 hours

**Resources:**

Maps of the school (try Google Maps), camera, compass

**Curriculum links:**

*Geography: describe and understand key aspects of human and physical features in your local area*

# Map Your Trees

Print off a map of your school grounds or local park from an online map resource, such as Google Maps. Split the map into a grid and mark on letters along the x axis (latitude) and numbers along the y axis (longitude).

As you explore the area you can mark on the trees and other features and add a key. If you take out a tree ID guide you could find out which trees they are and label them on your plan.

Add detail including compass points, symbols and a key, vegetation, human and physical features.



## WHAT NEXT?

Measure features such as the playground with a trundle wheel and add this information to the map.

Add information about the different habitats you found too.

Use the map to plan the changes you would like, for example you could add some more habitats for wildlife.

Use the maps to try out your co-ordinate skills.

KS2

Inspiration from trees



3 hours over 2 or 3 sessions

### Resources:

Sketchbooks

Some inspiration from famous artists such as Andy Goldsworthy

### Curriculum links:

*Art: Create a sketch book to record observations; Improve mastery of art and design techniques with a range of materials*



# Autumnal Artwork

Explore the seven elements of art in the outdoor area to get inspiration for the artwork. The children can collect ideas as sketches by splitting a page into 7 parts and collecting ideas in each section taking inspiration from the natural world.

## The Seven Elements of Art

**Line** – A path connecting two points. It can be sharp, angular, soft or curved and has a width and direction.

**Shape** – The area enclosed by a line. It can be geometric or irregular. Shapes can be representative or abstract.

**Colour** – This is one of the most dominant elements. The impact of the piece is effected by the hue (colour), tone and intensity (brightness) used.

**Form** – This refers to 3D shapes such as a sculpture or 3D design work. Tonal shading can give shapes form in 2D works.

**Tone/Value** – This is created by representing the way light hits a 3-dimensional object with highlighting, shading and the tones between.

**Texture** – Refers to the surface quality of the object or how it feels. It can be actual texture or a visual effect.

**Pattern** – A design that is created from repeating lines, shapes, tones or colours and it can incorporate a motif (repeating design).



## WHAT NEXT?

Develop the ideas to create a piece of art as a class, in groups or individually. What other aspects of autumn are not covered by the seven elements of art above? For example sound, taste, words... How could they be included? The sketch book could be decorated with leaves or other natural objects and wrapped in sticky backed plastic or stuck on with PVA glue.



December • January • February

# Winter Facts...

The word 'winter' comes from the German word 'winter' which is derived from wed meaning 'wet' or 'water'.

Some trees have adapted to the winter weather by becoming dormant and losing their leaves; these are called deciduous trees. Deciduous trees (such as hazel, oak and hawthorn) lose their leaves to prevent damage by the wind and snow during the winter months. Evergreen trees (such as holly and Scots pine) keep their leaves but have adapted by having very waxy or needle-like leaves to help them to survive the wintry weather. Evergreen trees can continue to use the little sunlight there is over winter to photosynthesise and make food but everything is much slower than in summer.

In winter, evergreen trees like **Scots pine** and holly provide shelter for animals from the **cold and wet weather.**



Holly leaves





# Things to see and do...

When the trees have no leaves it's much easier to spot birds and other wildlife when you go for a walk in the woods.

Look for evidence of animals such as nibbled nuts and look for footprints in the wet ground or snow. You could leave out a sand tray in the school grounds and see what has visited. Can you find out which animal left the tracks? There are some good tracking books available or look online for guides.

Leave out food for birds and fresh water, check it hasn't frozen.

Collect pine cones to use for crafts.

Look at the silhouettes made by the bare branches of deciduous trees.



## Ten Tall Oak Trees

**Ten** tall oak trees  
Standing in a line  
'Warships', cried King Henry,  
Then there were nine.

**Nine** tall oak trees  
Growing strong and straight  
'Charcoal,' breathed the  
furnace,  
Then there were eight.

**Eight** tall oak trees  
Reaching towards heaven,  
'Sizzle,' hissed the lightning,  
Then there were seven.

**Seven** tall oak trees,  
Branches, leaves and sticks,  
'Firewood,' smiled the  
merchant,  
Then there were six.

**Six** tall oak trees  
Glad to be alive,  
'Barrels,' boomed the brewery,  
Then there were five.

**Five** tall oak trees  
Suddenly a roar,  
'Gangway,' screamed the west  
wind,  
Then there were four.

**Four** tall oak trees  
Sighing like the sea,  
'Floorboards,' beamed  
the builder,  
Then there were three.

**Three** tall oak trees  
Groaning as trees do,  
'Unsafe,' claimed the council,  
Then there were two.

**Two** tall oak trees  
Spreading in the sun,  
'Progress,' snarled the bypass,  
Then there was one.

**One** tall oak tree  
Wishing it could run,  
'Nuisance,' grumbled the  
farmer,  
Then there were none.

**No** tall oak trees,  
Search the fields in vain;  
Only empty skylines  
And the cold, grey rain.

Richard Edwards

## Cyril the Squirrel says...

You can plant more trees in winter when they are dormant. Once they are three years old, you can coppice trees such as hazel or willow by cutting them down to 30cm above ground level. They will send up new growth in spring that you can harvest to make useful objects or for crafts.



EYFS

Investigating trees



20 minutes whenever you can

Resources:

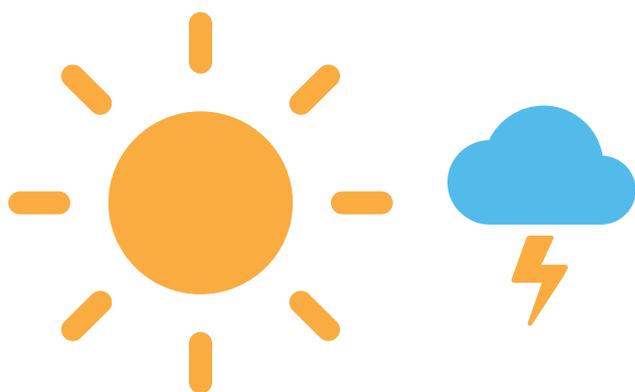
Camera

Curriculum links:

Understanding the world: *The world*

Personal, social and emotional development:

*Self-confidence and self-awareness*



# What's The Weather Like Today?

You can use the Beaufort scale as a guide to help the children decide how windy it is.

Look out of the window together.

Can you see the wind pushing trees or blowing leaves and litter around? How will it feel outside? Will the wind make us feel warmer or colder?

*Are there any people around?*

*What are they wearing?*

Go out in different weathers, explore with your 5 senses. Take photographs and create a working wall all about weather.

How can we shelter from the wind, rain, sun and snow when we are outside?

## WHAT NEXT?

Keep a weather report display up and let children check each day.

Make a place for children to record what the weather is like each day. How does the outdoor area change in different weathers? What do we need to wear in different weathers? How do trees help wildlife and humans in all weathers?

EYFS

Resources from trees

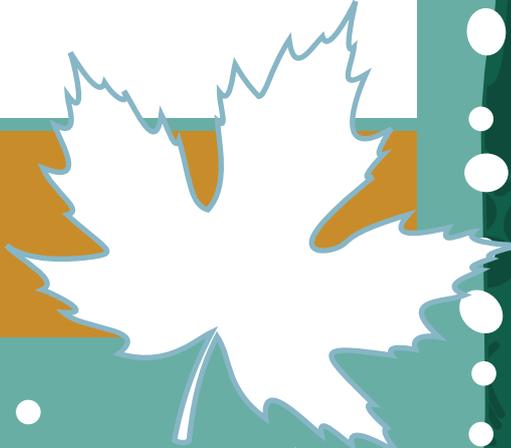
 1 hour

**Resources:**  
String, natural materials

**Curriculum links:**

Understanding the world: *The world*

Expressive arts and design: *Exploring and using media and materials; Being imaginative*

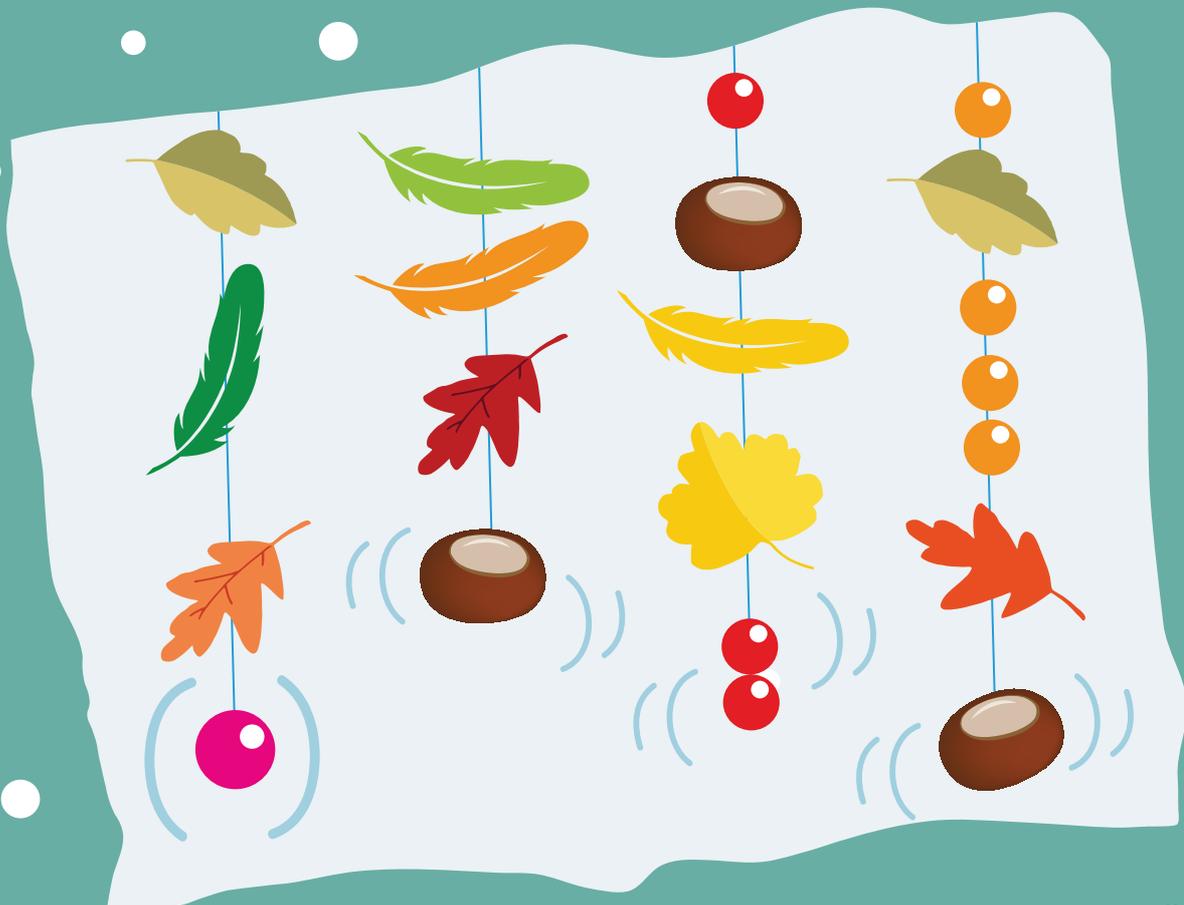


# Leaf Mobiles

Make a mobile with fallen leaves and objects, thread them onto a string. Choose different colours, shapes and sizes. Hang them in the outdoor area.

## What next?

You could you make your mobile noisy by adding more natural materials.



EYFS

Tree habitats

⌚ 1 hour

**Resources:**

Information about plants and animals such as books or online resources

**Curriculum links:**

Understanding the world: *The world*



# Plants And Animals In Winter

You could start discussions in class to find out what the children know about winter. Maybe you could read a book about winter and look at some photographs.

Research how animals and plants survive the winter. How do they keep warm and find food and water?

Observe animals in the school grounds, what are they doing?

Observe plants in the school grounds, what do you notice?

Where do animals such as birds live? If you were a bird where would you shelter from the weather? Which trees make the best homes for wildlife?

## What next?

- Help the birds by making bird feeders using pine cones, lard and seeds.
- Leave out fresh water for birds.
- Make habitats for wildlife such as hedgehogs.



KS1

Inspiration from trees



2 or more  
1 hour sessions

### Resources:

Some prompts to leave in the woodland, clipboards camera, examples of woodland adventure books: 'On a Magical Do Nothing Day' by Beatrice Alemagna, 'Hansel and Gretel' by the Brothers Grimm, Robin Hood

### Curriculum links:

*Geography: describe and understand key aspects of human and physical features in your local area*



# Write A Woodland Adventure Story

The woodland is the ideal place to set an adventure story. It's full of atmosphere and inspiration.

Place prompts around a woodland. Which creatures might live here? What can you hear? How would you describe the smell here? How would describe this place? What sound can you hear from your feet when you walk here? What can you see from here? Where would you go if you needed to hide away unseen? How could you get someone's attention if you needed to?

Now gather the children back together: What might happen if they were lost in a forest overnight? What about once the sun goes down? What adventures could we have? Ask children to share as pairs, then brainstorm and collect ideas ready to use either outside or in the classroom when writing their own story.

## What next?

Children can research different creatures living in their school grounds to feature in their story, they could use another story such as The Gruffalo as a starting point or for inspiration.

Use role play to allow sharing of ideas and for everyone to develop their own story.

KS1

Resources from trees

 30 mins

### Resources:

A paper bag for each group

### Curriculum links:

Literacy: *Spoken language*



# Natural Objects Memory Game

Collect 10 objects and display them on a tray. Let the children explore the objects for a minute, then cover the objects with a sheet and challenge them to collect the same objects in 5 minutes, as a team or individually.

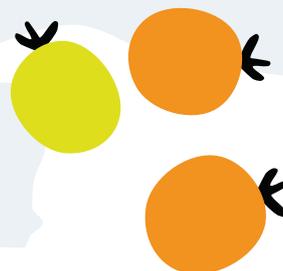
Pull out one object at a time to see who collected the correct objects.

Allow children to display their objects and try to explain what they find interesting or useful about each object. What is their favourite object? Can they identify all of the objects.

Explain how people in the past would have used the things they found locally to help them to survive (providing necessities, such as food, clothing and materials for shelter-building).

## What next?

This could be a good introduction to a history study unit.



KS2

Exploring with trees

 1 hour

**Resources:** Blindfolds (can be made from strips of fabric such as a fleece blanket)

### Curriculum links:

**Physical education:** *Outdoor activity challenges in a team. Evaluate and improve their performance*

**Geography:** *Use simple compass directions (North, South, East and West)*

# Follow The Leader And Meet A Tree

In pairs, children can direct their blindfolded partner using directional language to reach a specific tree, negotiating obstacles and arriving safely at their destination, a tree!

Once their partner has reached the tree they can feel it and try to memorise its characteristics. The blindfolded partner is then lead away and has their blindfold removed. Can they now find their tree? Then it's the other child's turn.

Now record the journey to the tree from a particular place. How many strides/steps/pin steps/giant strides? Can you use the points of the compass to help? They could avoid obstacles or go to certain checkpoints on the way.

## What next?

The children could write down their instructions for another team to follow. Did they make it to the destination? Were there any problems in the instructions?



**KS2****Investigating trees** **30 mins****Resources:**

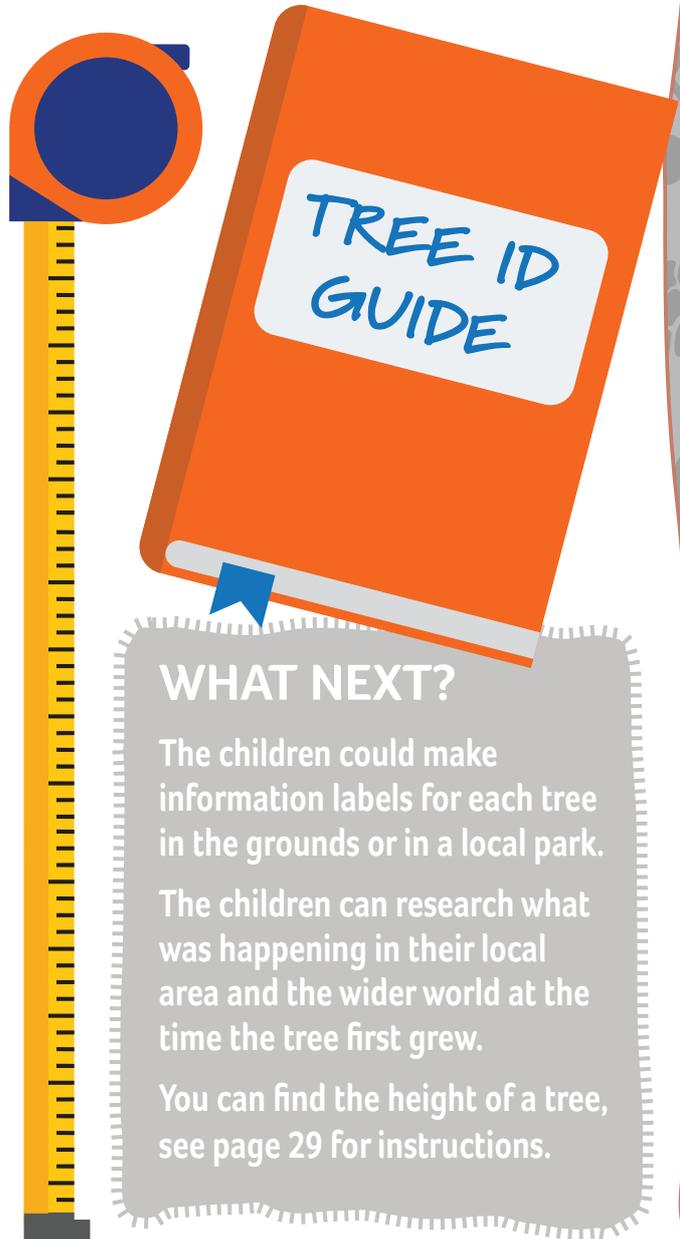
Tree ID guide, tape measure, metre ruler

**Curriculum links:***Maths: Measurement – estimate, measure and compare using metric measure.**Multiplication and division: Solve problems involving division*

# How Old Is That Tree?

First you need to identify a tree. Look closely at the buds and for any clues like seeds, fallen leaves or the bark. There are lots of tree ID books, apps or printable guides online.

With the help of a partner, use a tape measure to measure the circumference of the tree trunk in centimetres at a height of around 1 metre from the ground. Try to avoid any lumps on the trunk surface. Now use the information below to work out how many years old your tree is. If you have chosen a tree in a woodland, divide the circumference in centimetres by 1.25. If you have chosen a tree in an open space, divide the circumference in centimetres by 2.5. Now you have the approximate age of the tree.

**WHAT NEXT?**

The children could make information labels for each tree in the grounds or in a local park.

The children can research what was happening in their local area and the wider world at the time the tree first grew.

You can find the height of a tree, see page 29 for instructions.

KS2

Exploring with trees

 1 hour

**Resources:** Various objects – could be sparkly or brightly coloured, compasses

**Curriculum links:**

*Maths: Position and direction*

*Geography: Using the eight points of the compass*

**WHAT NEXT?**

The children could plot the trail on a plan of the area (print one from Google Maps).

The maps could be shared with other classes or could be made into an orienteering trail.

# Woodland Treasure Trail

Give some children objects to place in quite prominent places throughout the area you are using.

The children will work in groups to use this area to create a treasure trail for another group to follow. Firstly, model how to use distance and a compass to show how a location can be found.

A rhyme could help children to remember the four compass points and you could make a large compass on the playground using a compass as the centre and laying out natural objects around it to make the compass points. You can use paces (large strides) as your measurement of distance. Then give the children a short example trail so they can try out their skills.

Now the children can choose their starting treasure and this can be recorded. From their starting point they should be able to see another treasure, if they can't they can send out a 'scout' to find one. Once they have found the next treasure they can use the compass to identify the direction of travel then pace out the distance. They can record this as step-by-step instructions on their sheet.

They can test their trail from the beginning before swapping with another group.

As a challenge, some children can use the eight compass points.

KS2

Tree habitats

 30 mins

### Resources:

Some laminated food, water and shelter tokens, clothes pegs, a blanket/sheet (optional)

### Curriculum links:

Maths: Measurement – *estimate, measure and compare using metric measure.*  
Multiplication and division: *Solve problems involving division*

# Hedgehog Hibernation Game



You can start with a warm-up, the children move around an enclosed area – they could jog. Shout ‘hibernate’ and they all need to crouch down with their head tucked and eyes covered. Put a blanket over one child, everyone can wake up (except the covered child) Who’s missing? Repeat until everyone is warmed up.

### How to play

In advance of the children coming outside you need to hide the tokens in various places in the area you want to use.

Discuss with the group why some animals find it difficult to survive the winter. Hedgehogs have to wake up during their hibernation if they are hungry or thirsty.

Explain that they will need to try and find enough ‘food’ (acorn tokens) to survive the winter. Tell them how many tokens they need to collect in order to survive.

Give them a time limit and then let them go off to find the ‘food’. When the time is up, gather the group together and see who has collected enough food to survive.

### Next you can...

- Add the shelter tokens. Children have to collect one of these AND enough food to survive. You could hide less shelter tokens so that there will not be enough for everyone! This is good way to introduce the idea of competition.
- Add the water tokens. Children have to collect one or more of these AND food AND shelter tokens.

Finally choose one child to act as a predator. Their job is to sneak up on their ‘prey’ and attach a clothes peg to their clothes. This means that the ‘prey’ has been caught and is out of the game. You could mark out a circle around the central point to be a safe zone from the predator.

### WHAT NEXT?

Use the game to introduce the concepts of habitats, food chains and adaptation.

Ask the children to think about other creatures that live in the local area or in other environments. How do they survive the challenges of life?

# Resources . . .

## England's Community Forests

Find out more about events and links to your local Community Forest, and other green learning resources (including SEN).

[communityforest.org.uk](http://communityforest.org.uk)

## The Woodland Trust

Lesson ideas and resources focussed on nature and trees.

[woodlandtrust.org.uk/naturedetectives](http://woodlandtrust.org.uk/naturedetectives)

## Forestry Commission

Lesson ideas and resources focussed on trees and forests.

[forestry.gov.uk/england-learning](http://forestry.gov.uk/england-learning)

## Royal Society of Wildlife Trusts

Worksheets and facts about wildlife. You can also register and earn awards.

[wildlifewatch.org.uk](http://wildlifewatch.org.uk)

## RSPB

Lesson ideas and resources. A programme for schools to join to earn certificates.

[rspb.org.uk/fun-and-learning/for-teachers/schools-wild-challenge/activities/](http://rspb.org.uk/fun-and-learning/for-teachers/schools-wild-challenge/activities/)

## Learning through Landscapes

Source of grants for schools to develop their outdoor learning.

[ltl.org.uk](http://ltl.org.uk)

## Royal Forestry Society

A useful source of information about trees, woodlands and forestry.

[rfs.org.uk](http://rfs.org.uk)

## Sustainable Learning

Lesson plans and ideas for outdoor learning.

[sustainablelearning.com](http://sustainablelearning.com)

## Forests for the Future

Lesson plans linked to climate change.

[forestsforthefuture.co.uk](http://forestsforthefuture.co.uk)

## Field Studies Council

Lesson plans for surveying and field work.

[field-studies-council.org/outdoorclassroom.aspx](http://field-studies-council.org/outdoorclassroom.aspx)

## Creative Star Learning

Outdoor learning lesson plans and ideas.

[creativestarlearning.co.uk](http://creativestarlearning.co.uk)

## Sylva

A free forest management tool for schools: plot your woodland area, survey it and this tool will automatically produce a management plan in pdf format.

[sylva.org.uk/myforest/education](http://sylva.org.uk/myforest/education)

## Countryside classroom

Resources, places to visit and local people who can help you make the most of outdoor learning

[countrysideclassroom.org.uk](http://countrysideclassroom.org.uk)



[communityforest.org.uk](http://communityforest.org.uk)

Designed in Chester, England by  
[lemondropcreative.co.uk](http://lemondropcreative.co.uk)