

Nature Explorers <i>Exploring our woodland and its creatures with a nature walk and minibeast hunt</i>	Years: Nursery – KS1	Total Duration: 2 hours
Science 1A 'Ourselves' and early learning goals for knowledge and understanding of the world 1, 2, 3, 4, 9, 10 QCA: Science Unit 1A Ourselves, Science Unit 2B Plants and animals in their local environment Science Unit 2C Variation		
Intended Learning Outcomes <ul style="list-style-type: none">Classify into alive and not-alive and explain reasons for groupings, if necessary with prompting, e.g. <i>woodlice and snails move</i>Identify the living things as those which feed, move and use their senses investigate objects and materials by using all of their senses as appropriateFind out about, and identify, some features of living things, objects and events they observeLook closely at similarities, differences, patterns and changeAsk questions about why things happen and how things workObserve, find out about and identify features in the natural world		
Programme Summary <p>The session gives pupils an opportunity to discover a woodland and its inhabitants. After a short time looking around the centre the children will travel up to the wildlife area to explore the woods. Environmental games like hug a tree and a mirror walk will be played on the way to the wildlife area. At the woodland the pupils will enjoy a nature walk and collect leaves and seeds on sticky cards. They will then carry out a minibeast hunt and have the chance to examine and compare the range of minibeasts that live in the woodland. Leaf rubbing and bark rubbing could also be additional activities for your group.</p> Session outline <ul style="list-style-type: none">Short introductory talk about the Ecology CentreTime for the children to look around the centreTalk/discussion on the activities and how to do a minibeast hunt.Walk to wildlife area with environmental games like hug a tree and mirror walkNature walk and sticky card activity at the wildlife areaMinibeast huntWalk back to the centre, washing hands and recapping of session objectives.		
Previsit Preparation <p>It helps to brief the children before a visit. Talk through the activities that they will be doing and discuss key vocabulary. What is a woodland? What animals might live in a wood? Where do minibeasts like to live? What minibeasts do they know?</p> <p>Possible teaching ideas, ID and background information can be found in our minibeast pack on our website.</p> <p style="text-align: center;">If you have not visited the centre before a previsit is essential.</p>		
Previsit ideas <p>Work on woodlands and what a minibeast is would be of benefit.</p> <p>Minibeast hunt in school grounds</p>	Post visit ideas <p>Drawing or model of their favourite minibeast</p> <p>Class work on differences and similarities of minibeasts and humans</p> <p>Pattern work based on bark and leaf rubbings</p>	
Organisation, roles and responsibilities for led sessions		
<i>Adult helpers</i> <p>Read activity instructions</p> <p>Lead activities with their group</p>	<i>Ecology Centre staff</i> <p>Lead session</p> <p>Introduce and discuss topic with the class</p> <p>Lead class to and from the wildlife area</p> <p>Support group activities</p> <p>Liaise with class teacher over timing and content of session</p>	
<i>Class teacher</i> <p>Organise adult helpers to support the trip</p> <p>Brief adult helpers and pupils</p> <p>Organise the class into smaller groups, approximately five pupils with one adult helper for each.</p> <p>Maintain overall responsibility for class management.</p>		