

Session Outline

KS1: Our Park Year

This outline is a general guide for what to expect during your session with us. Activities and session structure may vary depending on weather conditions and other circumstances.

National Curriculum links: KS1 programmes of study – Science, Geography, English, PE (This session requires the class to come on four dates throughout the school year.)		
Learning Objectives	Session outline	Evaluation of Learners progress
<ul style="list-style-type: none"> Children to explore their local area throughout the year. They will come in each season, noting the changes around them, enabling good scientific data collection and understanding better the changes that occur in their local environment. Each session will start with the children obtaining data on the land around them, including temperature, wind speed and a description of how the park looks. They can then plot this information onto graphs and tables when back at school. They will also take a photograph from the same point each time to enable comparison through the year. The sessions will cover habitat study, tree identification and understanding the needs of the wildlife in the park. 	<p>Introduction The class will have a brief welcome and introduction to the day.</p> <p>Activities Activities will be season specific and key learning outcomes are as follows:</p> <p>Autumn (Sept-Nov)</p> <ul style="list-style-type: none"> Leaf/tree identification Seeds and fruits of the plants in the park, investigate their production Discuss why the trees lose their leaves at this time of year Think about what plants need to survive <p>Winter (Jan-Feb)</p> <ul style="list-style-type: none"> Think about the animals in the parkland – what is happening to them at this time of year Look for evidence of animal life in the park (nests, footprints etc.) Look for sources of food for animals <p>Spring (March-May)</p> <ul style="list-style-type: none"> Flower identification Make a spring flower Hapa zone Look for signs of animal reproduction (ducklings, singing birds, nest building) <p>Summer (June-July)</p> <ul style="list-style-type: none"> Investigate animals which are herbivores – importance of invertebrates in the food chain Pond dipping and bug hunting (site dependent) 	<p>To include: Discussion with children before, during and after the visit</p> <p>Photographs and data collected during the sessions to form classroom display</p>

Pre Visit activities	Post Visit activities	Relevant activity risk assessments
<ul style="list-style-type: none"> • Visit http://www.theparkstrust.com/parks/map to find out about the park you will be visiting • Read some stories set in the different seasons. How do you think the parks will change at the different times of year? 	<ul style="list-style-type: none"> • Create a wall chart documenting the data collected after each trip • Put together a scrap book of photographs taken when out in the parks • Write a story about an animal in the different seasons. How will it get food in the winter? How will it stay cool in the summer? • Research further one of the animals or plants that you have investigated during your trip. Visit http://www.woodlandtrust.org.uk/visiting-woods/trees-woods-and-wildlife/british-trees/ and https://buglife.org.uk/ to find out more. 	<p>Guided walks for schools; Games; Bug hunting; Pond dipping; Making plaster casts using plaster of Paris</p>