WOODS MILL SCHOOL PROGRAMMES

KEY STAGE 1

Each of the programmes have been designed with a theme and a structure which it is hoped will engage the children and encourage an investigative approach to the visit.

Curriculum links are shown under each programme. In addition to these, we cover many aspects of Science 1: Scientific enquiry and Geographical enquiry and skills, together with Citizenship and Education for Sustainable Development.

Full details of the activities can be obtained by email (see booking form).

**Green Magic**

An investigation of the amazing properties of plants. Follow the Green Magic trail as we discover what plants need, how plants work and how they work for us. Children encounter woodland, meadow and garden plants including some animals that depend on them. Important plant processes are explained through close investigation, sensory activities and games.

Themes and QCA schemes: Growing plants, Habitats.
Curriculum links Sc2: 1c; 2e; 3a,b,c; 4b; 5a,b,c.

**Creepers and Crawlers**

Become creature detectives using the senses to find out where and how minibeasts live. Children explore woodland, water and garden habitats, having many minibeast close encounters, learning about life processes and how to care for the creatures in their homes.

Themes and QCA schemes: Minibeasts, Plants and animals in the local environment, Life cycles, Variation, Map skills.
Curriculum links Sc2: 1b,c; 2a,b,e,f,g; 4b; 5a,b,c; G1; G2; G3; G5b.

**Home Sweet Home**

Journey around the reserve to discover why creatures choose the homes they do. Using the wildlife map children explore woodland, garden, pond and lakeside habitats, investigating the special plants and animals living in each one and learning about their different needs. Throughout the day, games and activities reinforce this learning and promote discussion on how they can create habitats to help wildlife at home and at school.

Themes and QCA schemes: Habitats, Plants and animals in the local environment.
Curriculum links Sc2: 1b,c; 2e,g; 3a; 4b; 5a,b,c; G5b.

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