



# Rosliston Forestry Centre

## School Visits 2011-12

### ❖ Session Details

Before booking your visit you should refer to the School Visit ESSENTIAL INFO pack, and the current Education Programme leaflet



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# Session Details



- ❖ Apple Day (October)
- ❖ Bees- Means-Buzziness!
- ❖ Bridges
- ❖ Birds as Hunters
- ❖ Early Years Sessions
- ❖ Elves Workshops  
(Nov/Dec)
- ❖ Environmental Fun Days
- ❖ Forest School
- ❖ Hedgerow Hunters
- ❖ How does your garden  
grow?
- ❖ Minibeast Mysteries
- ❖ Mother Nature Designer /  
What is Sculpture?
- ❖ Nature Detectives
- ❖ Natural Numbers
- ❖ Nature's Recycling
- ❖ Our Planet
- ❖ Pond Life
- ❖ Preparing for Winter  
(Autumn)
- ❖ Secret Lives of Trees
- ❖ Shelter Building
- ❖ Super Sense
- ❖ Trails
- ❖ Weather Watching
- ❖ Winter Wonderland
- ❖ Woodland Experiences!

## Apple Day

### Outline - Half Day

Designed to celebrate Common Ground's national 'Apple Day'. Apple day activities take place for one week in October. Phone for details of this year's dates.

This session uses the theme of apples to introduce:

- sources of our food (trees or supermarkets?)
- observation/ descriptive work (colours, textures, flavours: how to distinguish between and describe differences)
- sequence of fruit development: pip→tree→flower→ fruit→pip

The main part of the session is indoors, and includes games, discussions, tasting and apple juicing sessions. Groups are also sent on a crab apple hunt to find our native fruit outdoors.

### National Curriculum

**SCIENCE** Life processes and living things - Green Plants - Life cycle of trees and production of seeds

**DESIGN & TECHNOLOGY** Knowledge and Understanding (products and applications) - using the juicing machine and sampling results!

**ENGLISH** Speaking and Listening - contribution of session is to introduce new vocabulary and stretch their ability to describe what they see and taste; **Group skills and interaction.**

*Supports QCA Science 3B Helping plants grow well, 6A Interdependence and adaptation, 5B Life cycles, 1B Growing plants.*

**Please ask each child to bring an apple with them on the day to be used as part of the session.**



## Bees-Means-Buzziness!

### Outline - Half Day

This session investigates how important Bees are to the environment. The session looks at the important job that Bees perform in the process of pollination. It also looks at how Bees communicate, including learning how to perform a 'Bee Dance!' Pupils will also get chance to make a model bee.

### National Curriculum

**SCIENCE** Life Processes and Living Things - Variation and classification; Living things in their environment; Adaptation and feeding relationships

**ENGLISH** Listening; Group skills and interaction

**ART** Investigating and Making



## Birds as Hunters

The session being offered to schools will include bird handling and flying. In wet weather, activities and demonstrations will take place indoors.

**NB** Running costs for these sessions are higher than the standard school visit sessions. Price on application.

### Outline - 1-1.5 hr session

This session involves demonstration and discussion of the birds hunting technique, and looks at how birds of prey are adapted to their lifestyle: eyesight, feather design, beaks and talons etc. Children will be able to see the birds flying and compare them with different wild birds. The development of falconry as a sport and way of life will also form part of the session.

### National Curriculum

**SCIENCE** Life Processes and Living Things - Variation and classification; Living things in their environment, Adaptation and feeding relationships.  
**ENGLISH** Listening - Group skills and interaction.



## Bridges

### Outline - Half Day

This session introduces 6 different basic bridge types. A facilitator will lead the group on an exploratory walk around the Centre looking at different bridges found on site. The main part of the session is an investigation to design and build a bridge to span the stream in the Natural play area. Loads will be used to test the bridges.

### National Curriculum

#### MATHEMATICS -

using and applying shape, space and measures.  
Understanding properties of shape

#### DESIGN AND TECHNOLOGY

Developing, planning and communicating ideas.  
Working with tools, equipment, materials and components to make quality products.  
Evaluating processes and products



## Early Years Sessions

Most of our sessions cover Early Years' requirements, but these three separate sessions have been designed specifically for 3-5 year olds. Choose one to match the time of year you plan to visit or take part in all three over the course of a year.

An ideas/follow up sheet is available as part of these sessions. The sheet includes ideas for both preschool staff and parents along with the songs and poems used in each session. Please download them from our website.

Each session lasts between **60-90 minutes** depending on the group. All sessions are flexible, please contact the education team to discuss any specific requirements.

All sessions are linked to all of the 6 Early Learning Goals in the Early Years Foundation Stage: please discuss specific requirements with us before the visit.

### Sessions:

#### 'All About Autumn'

**Location** - Classroom and All Abilities Trail and Fox Covert

**Outline** - Pupils and accompanying adults are introduced to the seasons through stories, poems and discussion before taking a walk around the site accompanied by a member of the education team to experience and investigate the signs of Autumn around the Forestry Centre.

#### 'Meet the Minibeasts'

**Location** - Classroom and Sensory Garden

**Outline** - Pupils and accompanying adults are introduced to minibeasts through stories, poems and discussion before using equipment to investigate the types of minibeasts living in our sensory garden.

#### Build, create, explore, move, play!!

**Location** - Natural Play Area and possibly meadow/grassed areas

**Outline** - Learning can take place anywhere rain or shine! This is a very informal, fun, outdoor session accompanied by a member of the education staff and a selection of resources to help gain the most from your visit. Children will explore an area of the forestry centre, use natural materials and develop their creativity and imagination.

#### 'Teddy Trail' and 'Story Trail' - see Trails section

#### 'Teddy Bushcraft'

**Location:** Teddy Trail and *secret* Teddy Den

**Outline** - This session uses the Teddy Trail as a starting point for art, craft and survival skills for Teddy Bears and their friends.

Follow the teddy paw prints and discover how wild creatures survive. Hunt for hedgerow food, build a teddy shelter and gather for an exciting Teddy Bears' Picnic in the secret den!



## Environmental Fun Days

### Outline -half or full Day

This session can combine elements from any of the standard Centre education sessions to fit in with your school's wishes for the day. It can be a mixture of structured, educational activities and/or fun elements such as time on the adventure play equipment.

Different plans can be worked out for each class/year groups attending the Centre on the same day (a preliminary visit may be necessary to co-ordinate group activities).

Links to National Curriculum subjects, or to literacy/numeracy projects can be direct or indirect, to suit each year group teacher's requirements. The charge per session will depend on the activities chosen.

Activities on the day could include:

- treasure hunt
- mini beast role play/sculpture
- discovery trail
- pond dipping
- bird of prey activities
- environmental games
- various 'making and doing' activities.

ALSO: see Woodland Experiences session



## Elves' Workshops

**NB** The extra resources needed to run this session mean that the cost may be slightly higher than the standard charge.

### Outline - Half Day

Pupils will meet 'Santa's Elves'. They will be able to watch what is being made and ask the elves questions on designing and making. The children can also have a go themselves.

Crafts may include making Christmas decorations, masks and sugar mice, which the children can take home with them.

### National Curriculum

**ART Investigating and Making** - experiment with different techniques and visual elements; **Exploring and developing ideas; Knowledge and Understanding** - of work of craftspeople etc. Apply to later work in school **DESIGN & TECHNOLOGY** Widen experience and knowledge of pupils, apply knowledge to their own work

This session promotes breadth of study as it allows groups to investigate art, craft and design in the locality and in a variety of genres, styles and traditions.



## Forest School

Half day, full day or 4,6,10 week programme tailored to your group

Forest School is new educational approach to outdoor learning and play. The philosophy of Forest Schools is to encourage and inspire individuals of any age through positive experiences in a woodland environment.

It uses the latest research and techniques in educational development to engage all participants, whatever their level of achievement and past experiences, and to deliver concepts and information integral to most [National Curriculum](#) subject targets.

Forest School can be delivered as a programme of weekly sessions or as 'Taster' half day or day sessions. Please contact us for more information.

Participants learn about the natural environment, how to handle risks and use tools, how to co-operate with others and how to use their own initiative to solve problems. Children learn boundaries of behaviour (both physical and social) and grow in confidence, self-esteem and motivation.

Peer reviewed and accredited academic research has shown that Forest School helps children develop academically, socially, emotionally and physically. It also contributes to all 5 areas of the ['Every Child Matters'](#) agenda.

ALSO:  
See 'Woodland Experiences' session



## Hedgerow Hunters

Outline - Half day

Pupils will investigate the age and functions of different hedgerows. Hooper's classification system of ageing hedgerows will be used (counting species) and pupils will carry out basic tree identification. Groups will assess the value of the hedges for a selection of the following functions: As stock barriers, as wind break/shelters, as wildlife habitats. Groups may wish to discuss the future of hedgerows and ways in which they can influence this future.

National Curriculum

**GEOGRAPHY** Places - physical and human features in a locality;  
**Thematic Studies** - environmental change; how and why people manage and change the environment; **Thematic Studies** - weather; site conditions;  
**Skills** - observing, measuring, recording. Knowledge and understanding of environmental change and sustainable development.  
**HISTORY** Economic/cultural perspectives. **Key elements** - chronology  
**SCIENCE** Experimental and Investigative - obtaining and considering evidence, drawing conclusions;  
**Live Processes and Living Things** - identifying different hedgerow tree species, use of basic keys.  
**Variation and Classification** - how locally occurring animals and plants can be identified and assigned to groups.



## How does your garden grow?

### Outline - Half day

Look at the factors that determine whether a plant will grow successfully or not. Identify what might get in its way. Have a go at aging one of our new trees. Session includes games, role play and mini survey.

### National Curriculum

**SCIENCE Scientific Enquiry** - ideas and evidence in science, testing; ideas and investigative skills; **Life Processes and Living Things** - Green plants; **Variation and classification; Living things in their environment.**

**MATHEMATICS** Taught through practical activity, exploration and discussion; **Shape, Space and Measure** - Problem solving; Communicating; Reasoning.

**GEOGRAPHY** Geographical enquiry and skills - undertake fieldwork; **Knowledge and Understanding of Environmental change and Sustainable Development.**



## Mini beast Mysteries

### Outline - Half Day

Pupils will have the opportunity to recognise and name a number of species of minibeast, classify minibeasts, recognise various habitats (hedgerow, woodland and meadow), consider foodchains and discuss how minibeasts have adapted to their habitats. Different methods of finding minibeasts will be used, including sweep netting (weather permitting). Pupils can use basic keys to identify creatures they discover and record them by drawing or writing. Games or role play can be used to reinforce learning. If this session is booked in conjunction with “Pond Life”, comparisons can be made between land and water creatures.

### National Curriculum

**SCIENCE** Life processes and Living things in their environment. Variation and classification. Adaptations and feeding relationships.

**GEOGRAPHY** Geographical enquiry and skills. Knowledge and understanding of places

**ART** Observation and sketching of creatures. Exploring and developing ideas. Recording from first hand experience.



## Mother Nature Designer / What is Sculpture?

### Outline -Half Day

Activities will depend on which, if either, of the QCA schemes you are following. Pupils will investigate art and design as part of a walk, looking around the site for examples of sculpture or design (man made and/or natural). Pupils could investigate site sculptures and discuss the differences between 'art' and 'function' (eg using the Sparrowhawk climbing frame or the willow dome as examples).

They could also study and sort leaves and natural materials by shape, texture, colour etc. Groups can discuss the purposes of colour and scent. In the second part of the morning, pupils can 'collect' colours with which to 'paint' the site and/or materials to create collages or mini sculptures. These can be completed either on site, or back at school. Schools which are also studying minibeasts as part of their visit could use them as the inspiration for their sculptures.

### National Curriculum

**ART** Exploring and developing ideas; Investigating and Making; Evaluating and developing work; Exploring a range of starting points for work; Investigating different kinds of art, craft and design.

**DESIGN & TECHNOLOGY** Developing, planning and communicating ideas; Working with tools, equipment and materials; Explore the sensory qualities of materials.

Knowledge and understanding of materials and components to find out the working characteristics of materials

**SCIENCE Materials and their properties** - describing and grouping;

**Changing materials** - different processes e.g. bending, twisting; **Life processes and living things in their environment.**



## Nature Detectives

### Outline - Half Day or Full Day (as requested)

Pupils will be encouraged to use their eyes and ears as they walk round the site discovering "clues" to some of the creatures which live at Rosliston. Depending on which creatures they discover, pupils can talk about camouflage, hunting and hiding, homes, feeding and reproduction. Various games can be used in conjunction with the discussions. Pupils can draw their discoveries if required, and/or use basic keys to identify them. If required, more emphasis can be placed on food chains. Pupils will look for evidence of feeding patterns and food chains, focusing on the hedgerow, Woodland and/or the meadow habitats. Most of the session time will be spent outdoors working on food chain activities, and so **children should have a basic understanding of the food chain concept before they arrive.**

"Nature Detectives" can be tailored to your requirements - choose a general session, focus on food chains or combine the two for half a day, or spend a whole day covering the topic in more depth.

### National Curriculum

**SCIENCE Life Processes and Living Things** - Variation and classification; living things in their environment, adaptations and feeding relationships

**GEOGRAPHY** Geographical enquiry and skills; Knowledge and understanding of places.

**ART Investigating and Making art; craft and design**- observation and sketching of flora/fauna, exploring and developing ideas, recording from first hand observation, experience and imagination.



## Natural Numbers

### Outline - Half Day or Full Day (as requested)

Natural numbers is a selection of fun and interactive mathematical activities set at Rosliston Forestry Centre. Originally written with Year 3 children in mind the activities can be adapted to suit other age groups. The emphasis throughout the sessions is of putting maths into context by setting the children challenges that have a practical element to them. All the topics include hands-on activities to bring maths alive. Topics include activities related to estimation, shape, symmetry and logic.

### National Curriculum

#### Ma2 Number

Using and applying number:	-Problem solving
	-Communicating
	-Reasoning
Numbers and the number system:	-Counting
Calculations:	-Mental methods
	-Solving numerical problems

#### Ma3 Shape, space and measures

Using and applying shape, space and measures  
 Understanding properties of shape  
 Understand properties of position and movement  
 Understanding measures

#### Ma4 Handling data : Processing, representing and removing data

The Trail extends knowledge, skills and understanding through:

- Activities that extend their understanding of the number system.
- Approximating and estimating more systematically in their work in mathematics.
- Applying their measuring skills in a range contexts.
- Using mathematics in their work in other subjects.

*The sessions can either be led by one of our facilitators, or self led by your own staff (different charges apply)*

## Nature's Recycling

### Outline - Half Day

What role do creatures play in natural recycling? Investigate different soil samples, and work out what would happen if nature stopped recycling. Includes Minibeast Hunt.

### National Curriculum

**SCIENCE Scientific Enquiry** - ideas and evidence in science, testing; ideas and investigative skills; **Life Processes and Living Things** - Green plants; **Variation and classification; Living things in their environment**  
**MATHEMATICS** Taught through practical activity, exploration and discussion; **Shape, Space and Measure** - Problem solving; Communicating; Reasoning  
**GEOGRAPHY Geographical enquiry and skills** - undertake fieldwork; **Knowledge and Understanding of Environmental change and Sustainable Development**



## Our Planet

### Outline - Half Day

This session links knowledge and understanding of habitats to human impact and the importance of conservation and recycling.

#### Activities include:

- investigation of habitats of birds and animals
- story/slide presentation of the sad tale of the Mo Mo Forest
- discovering the 'un-natural' trail and work on recycling
- setting individual 'save the planet' pledges for each child

### National Curriculum

**SCIENCE** Ideas and evidence in science; Life Processes and Living Things

- Green plants; Living things in their environment, adaptation and feeding relationships. **Materials** - Grouping and classifying

**GEOGRAPHY** Geographical enquiry and skills - undertake fieldwork; Knowledge and understanding of Environmental change and sustainable development

**ENGLISH** Reading - range/skills - use of non-fiction texts for research; Listening; Group discussion and interaction.

Education for sustainable development and Citizenship



## Pond Life

### Outline - Half Day

Pupils can have fun and learn whilst 'dipping' for creatures in the Flight Pond and/or other aquatic habitats. They can identify &/or draw their catch. Groups can discuss each species' adaptations to the pond habitat, or focus on food chains. Games or role play can be used to re-enforce learning.

### National Curriculum

**SCIENCE** Life Processes and Living Things - in their environment; Variation and classification

**GEOGRAPHY** Geographical enquiry and skills; ask questions, use fieldwork skills; Knowledge and Understanding of places

- Describe it, how is it changing, compare with other places.

**Knowledge and Understanding of Environmental change and Sustainable Development** - how people can improve the environment and why they should manage environments sustainably



## Preparing for Winter (Autumn)

### Outline - Half Day

An Autumn activity looking at how birds and animals prepare for the trials of winter. Pupils will look at the way in which nature provides a harvest of food for creatures to 'stock up' in anticipation of winter hardship, and how some cope by hibernation or migration (both to and from Britain). The main practical activity will be to create and test a nest suitable for a hibernating creature such as a hedgehog.

### National Curriculum

**DESIGN AND TECHNOLOGY** Developing, planning and communicating ideas; Working with tools and equipment, materials and components to make quality products; Evaluating processes and products.

**SCIENCE Life Processes and Living Things - Scientific enquiry**

Ideas and evidence in science; Investigative skills, planning experiments; considering evidence and evaluating.

**Grouping and classifying materials** - thermal insulation



## Secret Lives of Trees

### Outline - Half Day

More than 30 different species grow at Rosliston, and many pupils will not be aware of the differences between even the most well-known eg oak trees / 'conker' trees. This is an opportunity to study trees in some detail - their different parts and how they function, and why trees are important. The pupils will also learn tree terminology like 'conifer', 'deciduous', 'heartwood' and 'sap'.

The session will include games and role play to bring a tree to life, and use their senses to help them to tell trees apart.

The session could also include investigations in the larch plantation- for example, working out how much a tree grows in a year OR time spent following the Tree Trail - learning about tree ID, uses, myths and legends.

### National Curriculum

**SCIENCE Scientific Enquiry**- ideas and evidence in science, testing; ideas and investigative skills; **Life Processes and Living Things** -Green plants; Variation and classification; Living things in their environment

**MATHEMATICS** Taught through practical activity, exploration and discussion (investigating tree growth); **Shape, Space and Measure** - problem solving; communicating, reasoning, solving numerical problems; processing, representing and interpreting data

**ENGLISH Speaking and Listening skills** - use and organisation of vocabulary; - Standard English - extension of range of vocabulary; - imaginative and adventurous choice of words; **Group skills and interaction**

The tree trail looks at tree myths and legends, and could be used as a focus for storytelling /literacy work



## Shelter Building

### Outline - Half Day

Includes an introduction to shelters. Followed by a hands-on shelter building session. Children will learn how to build a lean-to shelter in our woods. At the end of the session the group will discuss the best design, and test the shelters to see which one would fare best in inclement weather!

### National Curriculum

**Design and technology** - Developing, planning and communicating ideas. Working with tools, equipment, materials and components to make quality products.  
Evaluating processes and products.



## Super Sense

### Outline - Half Day

A sensory walk around the site looking at colour, camouflage, shape and structure. Is the grass really green?! Includes time in the sensory garden, and on-site mini sculpture making (if required). Games and activities are used to 'test' your senses.

### National Curriculum

**SCIENCE Life Processes and Living Things** - Green plants  
Variation and classification; **Living things in their environment**  
**DESIGN & TECHNOLOGY** Widen experience and knowledge of pupils, apply knowledge to their own work  
**ART Exploring and developing ideas; Investigating and Making**  
- collect visual evidence, record observations  
**ENGLISH Speaking and Listening;** skills - use and organisation of vocabulary; Standard English - extension of range of vocabulary; imaginative and adventurous choice of words



## Trails

### Outline - All Trails

- 1. Survival trail:** explore the site in small groups to identify means of survival OR find different locations on a map and carry out self-led activities.
- 2. Discovery trail:** follow the map, and complete a variety of activities. (half day) KS2
- 3. Teddy Trail:** Find out what creatures need to survive outdoors as you look for the teddy footprints. (half day) Early Years/KS1
- 4. Picture Trail:** Explore the site to find out where the pictures were taken (half day) KS1/2
- 5. Story Trail:** Journey through the world of storytelling - a trail to capture the imagination of the very young. Follow the story of the '3 little pigs' or 'Goldilocks and the 3 bears' Early years/KS1

Groups will be provided with the equipment needed to undertake the tasks on the trails, together with a map.

### National Curriculum -Trails

**SCIENCE Experimental and Investigative** - make measurements and observations carefully; considering evidence (back at school)

**GEOGRAPHY Investigative Skills;** - undertake fieldwork, - use, interpret and follow a basic map

**PSED** - Dispositions and attitudes, Self confidence, Self esteem, Behaviour and self Control, Self care.

**CLL** - Language for communication and thinking.

**KUW** - Exploration and investigation, Sense of place.

**PD** – Using equipment and materials



## Weather Watching

### Outline - Half Day

Explore different aspects of the day's weather - where does it come from? What causes rain? etc.

Activities will include setting up a miniature weather system and measuring temperature and wind speed (indoors/outdoors). This will lead in to an investigation of microclimate outdoors. Discussion topics could include the effect of different types of weather on plants, animals and people.

**NB Groups should keep simple records of weather at school before their visit.**

### National Curriculum

**GEOGRAPHY Knowledge and understanding of places; Geographical enquiry and skills** - undertake fieldwork - use of instruments/taking measurements.

**SCIENCE Ideas and evidence in science; Experimental and Investigative** - obtaining and considering evidence, drawing conclusions; make and record observations carefully; **Science in Everyday Life** - explanation of how / why it rains



# Winter Wonderland

## Outline - Half Day

This session introduces winter themes including the weather and how different creatures cope with winter conditions. It is designed to show that outdoor activities are both possible and enjoyable in the winter. The session uses a variety of basic craft activities and outdoor activities tailored to the age of the children and to the weather on the day of your visit. The children will learn that winter creates difficult conditions for wildlife, that creatures and plants use different strategies to cope, that there are many different types of weather in the winter and that they can all be enjoyed and that there is no reason to stay indoors just because it is winter!

The session can be 1hour long for Early Years or up to 2 hours for older children

## National Curriculum

- ART Investigating and making. Exploring and developing ideas
- SCIENCE Living things in their environment. Science in Everyday Life - winter weather
- ENGLISH Speaking and listening
- PSED - Dispositions and attitudes, Self confidence, Self esteem, Behaviour and self Control, Self care.
- CLL - Language for communication and thinking.
- KUW - Exploration and investigation, Sense of place.
- PD – Using equipment and materials
- PSRN – Shape, space and measures.



# Woodland Experiences

**NB There may be extra charges for some activities**

## Activities include:

- woodland crafts
- bushcraft
- conservation work / making creature-features
- Forest School

## Outline - Half Day or Full day as requested

Explore the great outdoors, have fun and learn some practical survival skills. The session could include a foraging walk looking for sources of food and other useful plants, making natural “string”, shelter building, fire making and other making/doing activities and games designed to help children feel confident in the woods.

Activities will vary according to age of pupils and can be tailored to a group’s requirements, but focus around academic, physical and social development and ENJOYING BEING IN THE WOODS!

## National Curriculum

- DESIGN & TECHNOLOGY** Widen experience and knowledge of pupils. Developing, planning and communicating ideas. Working with tools, equipment and natural materials.
- SCIENCE** Life Processes and Living Things -Green plants; Living things in their environment
- ENGLISH** Speaking and listening

