
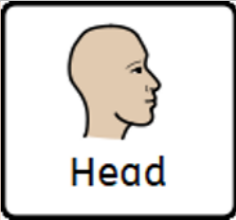

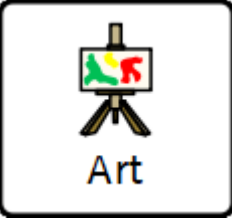



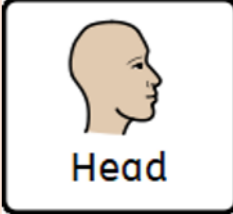





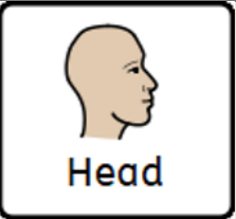

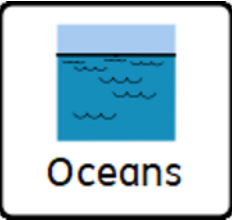


 Hands - informal	 Heart – semi formal	 Head - Formal
 Mud	<p>Sensory Mud Pupils dig in the mud in your school grounds using a variety of hand tools, such as spades, forks, wooden spoons, metal kitchen utensils. Pupils play with a mud kitchen.</p> <p>Taste safe mud recipe for in the classroom Mix together 1 cup cocoa powder ½ cup cornflower 1 cup water Add ½ cup rolled oats</p>	<p>Looking at Mud Explore your mud kitchen and mud through sensory play.</p> <p>Collect and look at soil samples and mud collected around the school grounds, guidance here https://www.fas.scot/downloads/practical-guide-soil-sampling-i-take-soil-sample/</p> <p>Change is Simple offers soil themed activities. https://www.changeissimple.org/login-page</p> <p>This RHS resource helps pupils to discover why soil is amazing. https://www.rhs.org.uk/education-learning/school-gardening/resources/curriculum-linked/rocks-and-soils</p>	<p>What is mud? Collect mud samples from locations around your school grounds. Explore: texture, natural materials found and evidence of life.</p> <p>Discuss the importance of mud for supporting ecosystems.</p> <p>Create seed bombs (using mud, clay and wildflower seeds) and plant in edges or unused corners of grounds. https://www.wildlifetrusts.org/actions/how-make-seed-bomb</p> <p><i>NC: science, geography</i></p>
 Art	<p>Leaf Art Place a piece of paper over the veiny side of a leaf and rub gently with a wax crayon. Fill the paper sheet with leaves.</p> <p>Using fresh leaves and twigs, lace the leaves together using twigs.</p> <p>Create a smiley face using natural materials, e.g. leaves, twigs, pebbles, flowers.</p>	<p>Watercolour painting Paint a landscape of your school. Print off pictures of your school and stick onto a water colour backdrop.</p> <p>Forest School create a stick picture frame https://www.bbcgoodfood.com/howto/guide/how-make-stick-photo-frame</p>	<p>Art in Nature Create temporary sculptures outside using natural, fallen materials such as leaves, sticks, stones, feathers, pinecones and petals. Inspired by Andy Goldsworthy inspired. https://andygoldsworthystudio.com/archive/</p> <p>Focus on patterns, spirals and symmetry.</p> <p><i>NC: art, geography, PSHE</i></p>
 Bees	<p>Honey tasting Pupils taste honey. Touch the honey to feel how sticky it is.</p> <p>Bee finger painting Using yellow and black paint, pupils decorate a bee using fingerprints.</p> <p>Be a Bee A bee's buzzing sound is created through the vibration of their wings – can you pretend to be a bee and buzz around the playground by flapping your wings.</p> <p>Listen to the sounds of bees buzzing in your classroom</p>	<p>Lives of Bees Find out about bees. https://www.bbka.org.uk/what-bee-is-this</p> <p>There are lots of different kinds of bees living in the UK https://backyard-farmer.com/bee-identification/</p> <p>Learn the bee dance https://www.bbc.co.uk/teach/school-radio/articles/z7h8y9g</p> <p>Create a solitary bee home https://growwild.kew.org/get-involved/resources/how-to/make-solitary-bee-house</p> <p>Bee Friendly Schools British Beekeepers Association https://www.bbka.org.uk/Pages/Category/bee-friendly-schools</p>	<p>Save the bees! Using paper, lolly sticks, or clay, pupils build honeycomb patterns. Pupils test strength, stability and ability to hold weight. Discuss why bees use a hexagon (efficient, strong). See 'biomimicry' in building design today. https://www.learnbiomimicry.com/blog/biomimicry-and-bees</p> <p>Honey bee life cycle: investigate and create fact file for younger children with ideas to help them.</p> <p><i>NC: science, design, literacy</i></p>

	 <p>Hands Hands - informal</p>	 <p>Heart Heart – semi-formal</p>	 <p>Head Head - formal</p>
 <p>Pollination</p>	<p>What is pollination? Have two large cut out flowers with small pom poms in the centre of one of the flowers. Using tweezers, move the pom poms from one flower to the other.</p> <p>Pollinator agents can be bees, wasps, butterflies, moths, beetles and the wind. Create window suncatchers for the animals using black outlines, tissue paper and laminating pouches.</p>	<p>Who pollinates? Look at different areas of the school and spot the different pollinators. https://pollinator.org/pollinators</p> <p>Research the different pollinators and create areas across the school to increase the diversity and populations. https://www.rhs.org.uk/science/research/plants-for-pollinators</p>	<p>Pollination Station Pupils act out pollination using:</p> <ul style="list-style-type: none"> • pom-poms (pollen) • paper flowers • bee headbands <p>Add challenges, e.g. wind (fan), rain (spray bottle) and habitat loss (removing flowers). Pupils “collect pollen” from one flower and carry it to another, showing how bees help plants reproduce. Discuss why it’s important to humans.</p> <p><i>NC: science, literacy, PSHE</i></p>
 <p>No Mow May</p>	<p>No Mow May https://www.plantlife.org.uk/campaigns/nomowmay/</p> <p>Allow the grass, or sections of the grass on the school field to grow throughout the whole of May. Pupils to then explore in the long grass. What wildlife can they see? Take photos of the pupils exploring and the things they find to use to create a No Mow May collage.</p> <p>Pupils colour in the posters for the No Mow May Movement</p> <p>Encourage parents at home to get involved if they have a garden.</p>	<p>No Mow May at your school Use google Earth or other program to look at the school from above. Identify the grass/green areas and decide on sections which will be allowed to grow and create a wild boundary. https://www.gardenersworld.com/news/no-mow-may/</p> <p>Map the school grounds using National Education Nature Park https://www.educationnaturepark.org.uk/</p>	<p>Investigating No Mow May! Choose an area of the school grounds to leave unmown for May. Pupils observe weekly changes, recording them by; sketch new flowers, insects, and colours. Use magnifying glasses for close observations. comparing mown vs unmown areas Create bar charts to show growth. Discuss: what would happen if we mowed everything?</p> <p><i>NC: science, art, PSHE, maths</i></p>
 <p>Gardening</p>	<p>Seed Planting Each pupil decorates a small plant pot in which to plant their own sunflower seed. They can water this as needed and then take home once the shoot has established.</p> <p>Make a wildflower seed bomb https://www.wildlifetrusts.org/actions/how-make-seed-bomb Pupils to make a seed bomb in class and then throw them in their playground/local area.</p>	<p>Create a school gardening project Useful resources from RHS school gardening. This project could be linked to an enterprise themed activity.</p> <p>School gardening / RHS https://www.rhs.org.uk/education-learning/school-gardening</p>	<p>Green Fingers Plant some easy grow vegetables, e.g. Lettuce, beetroot, radishes, beans. Water, weed & monitor weekly growth.</p> <p>Make compost Pupils sort biodegradable items, e.g. uncooked fruit and veg scraps, paper towels, leaves & grass cuttings. Create a class compost bin. https://www.rhs.org.uk/education-learning/school-gardening/resources/planet-friendly/composting-for-schools</p> <p>Challenge: understand where food comes from: reducing food miles; caring for living things, encouraging healthy eating.</p> <p><i>NC: science, PSHE</i></p>

	 <p>Hands Hands - informal</p>	 <p>Heart Heart – semi formal</p>	 <p>Head Head - formal</p>
 <p>Save Water</p>	<p>Rain When rain is the forecast, lace empty containers outside. Collect the rainwater into larger buckets. When it is dry, use to water the plants around the school site.</p> <p>Make sensory water bottles with the rainwater collected.</p> <p>Place figures into the rainwater and freeze. The pupils can use different tools to rescue the figures.</p>	<p>Eco Action Learn about eco action https://www.ecoactionfamilies.life/</p> <p>Take action on climate change with ideas from Eco School. Share what you have achieved this year. https://www.eco-schools.org.uk/</p> <p>Create a pledge tree and pledge and Eco commitment for the future</p>	<p>Water Detectives Walk around the school and identify the places where water is used. Does it matter how much water we use? Discuss and present 'yes!' evidence. Create rainwater collectors using recycled plastic bottles and funnels. Pupils measure the water collected over one week.</p> <p>Create a mini water cycle using a sealable plastic bag, a little water and a sunny windowsill. Observe evaporation, condensation, and precipitation inside the bag. Water is a renewable but limited resource; don't waste treated water.</p>
 <p>Oceans</p>	<p>Create a Water tray Boats, fish and sea creatures to be placed on and in the water. Create waves to make the boats bob up and down. Make wind to help the boats travel across the water.</p> <p>Simple sensory story using water, sand and scaly fabric for fish.</p>	<p>Explore Oceans Marine Stewardship Council provides activities for young children. https://www.msc.org/for-teachers/teach-learn-about-ocean-sustainability/children-activities-under-8</p> <p>Create an art-based design with reused plastic Ocean Activity Booklet</p>	<p>Where is our nearest ocean/sea? Investigate our nearest ocean/sea. Look at photos of oceans/seas.</p> <p>Create 2 models of the sea in bottles. Bottle 1 add clean water, blue food colouring, shells, small fish shapes. Bottle 2: add small pieces of plastic, foil, and "oil" (veg oil + cocoa powder). Pupils compare: What is different? How might pollution affect sea creatures? What can we do to help? Write an 'ocean pledge'.</p> <p><i>NC: science, geography, PSHE</i></p>
 <p>Eco Action</p>	<p>Recycling Staff collect recyclable materials throughout the week. (Ensuring it is clean from any food substances and there's no sharp edges). Pupils sort the recycling into three types: plastic, metal and paper/card.</p>	<p>Eco Action Families Learn about eco action Link in with eco schools' activities and share what you have achieved this year. "Eco Action: Simple Steps, Big Impact": Earth5R</p> <p>Home - Eco Schools Create a pledge tree and pledge and Eco commitment for the future</p>	<p>Nature Ninjas in Action Children explore the classroom or school grounds to find examples of 'waste', e.g. lights left on, taps dripping, recycling in the rubbish bin, unnecessary printing, litter on the playground. They record findings using drawings, tally charts or photos. Work together to create some simple, memorable school rules and create posters or songs to present them to the rest of the school.</p> <p><i>NC: maths, PSHE, literacy</i></p>
 <p>Litter pick</p>	<p>Litter Pick Pupils go around the school grounds and pick up using litter pickers and wearing gloves.</p> <p>In the classroom, sorted the collected litter in recyclable and non-recyclable materials.</p>	<p>Litter heroes Complete a litter pick and classify and recycle the waste. This can be done in the school grounds or local area. https://www.keepbritaintidy.org/get-involved</p> <p>Carry out a regular litter pick and compare the amount of litter collected.</p>	<p>Champion Litter Pickers! Pupils work in teams using litter pickers, gloves, buckets/bags (separated into recycling & waste). Pupils collect litter from the grounds, making a picture-based checklist. Pupils identify the materials and sort into recyclable and non-recyclable. Challenge: mark the 'litter hotspots' on a map of the school grounds. <i>NC: science, literacy, PSHE</i></p>