
FS

Searching for Spring

Learning Objectives

To look for different creatures living at Arnos Vale and find signs of seasonal change.

EYFS Ref

PSED, CLLD, S & L, PSRN, KUW, PD, CD.

Key Stage

Foundation Stage

Activity Outcomes

Children to develop their observational skills looking for evidence of animals and signs of autumn.

Children will consider the needs of the animals living in Arnos Vale.

Children will complete a Journey Map, be able to sequence the days events talk about the things seen.

Resources needed

Animal stories and songs

Autumn pictures

Animal Pictures (various)

Natural resources, leaves, bark, seed pods, etc

Art and craft materials for post visit activities

Images of wildlife that can be seen in cemetery

Pre-visit Activities

Using stories as a starting point talk about what animals need—food, water, shelter etc

Talk about Daytime/Nighttime animals. Why do some animals like the dark? Sort animal pictures into day time and night time sets.

Circle Time Games—Play 'What Am I'. CT or child describes or acts out an animal using clues. Other children to name the animal.

Introduce the idea of animal detectives looking for clues.

As a warm up to the visit, take children in playground/nearby park to look for signs of wildlife.

Make a shelter for a creature

Pre-visit Resources

Woodland animal stories:

Goodnight Owl (Pat Hutchins)

Percy the Park Keeper—The Lost Acorn (Nick Butterworth),

Bat Loves the Night (Nicola Davies),

The Little Mole Who Knew it Was None of His Business (Werner Holz warth)

A visit to Arnos

Learning Objective: Look for signs of springs

Making comparisons between Seasonal signs between Winter and Spring

Investigate living things by using all the senses.

EYFS ref: KUW, PD,

Activity Outcome: Chn will observe and record changes at AV between Winter and spring

Chn will use time related words to explain changes

Resources:

Sketchbook, pencils, cameras, magnifying glasses, woodland puppet per group (2 hedgehogs, woodpecker in nest, baby birds in nest, 2 badgers), prompt questions, map with route, hand cleansing gel, collecting bag/bucket (one per group), (all provided by AV). In addition children will need wellies (or strong, waterproof footwear), Warm coat. Adults could bring a plastic bag for any extra treasures/collections.



Split children into groups of 4: 1 adult. Each group is has an animal puppet who's 'needs' they are thinking about. Where would their 'animal' find food, shelter, water? What evidence can the children find of animals in the cemetery.

During the walk FAO accompanying adults

Throughout the walk children are looking for evidence of animal activity (nibbled nuts, leaves and seeds, droppings, feathers and fur and tracks or prints). They can collect any evidence they find in the collecting bucket/bag. Collect nuts, seeds, leaves and other things for sorting and counting and art as part of post visit activities.

Accompanying adults should also take pictures of the visit for post-visit sequencing activities.

Observation and recording activity

Children will be recording their observations by drawing signs of new growth and change. They will also have cameras to record colours, signs of spring to be used as part of a slideshow back at school and as prompts for art.

Each child has a pencil and sketch book to draw signs of spring they observe. They will also have colour cards from DIY store and their own green shade cards. Encourage them to regularly compare shades and to sketch and take photos.

Introduce each 'animal' and explain they are there to ask questions about what they are doing at this time of year.

Walk the route starting at either the top gate or Speilman .



Journey Stopping points

(This route starts at top gate).

Walk down from top gate and towards the wall past sunshine corner towards restricted compound.

Key question (KQ): Can you see any new growth? What colours can you see? Can you see any new shoots?

Whilst moving around the cemetery, ask the children to check with their animal about what it wants. Why do you like Spring? Is it hard to find food in winter? Is there more shelter growing now?

Walk to the edge of the restricted compound and listen for bird song. KQ: Why are the birds here? What are they doing in the spring? Now walk downwards into

Coombe Bottom. Look for evidence of new growth using magnifying glasses. Use the colour cards to compare to trees and plants. KQ: Is the new growth the same colour as the older leaves?

Use this point to sketch and new growth.

Also look for evidence of animals digging for food and feeding. KQ: Why is there more food in Spring than winter for animals? Are there still old leaves from winter? What will happen to them eventually? Spot new growth pushing the old dead material out of the way.

Continue towards the end of Coombe Bottom towards the Ceremonial way. Stop at Ceremonial way and look at the vista of trees. Compare the cards to the many different colours in front of them. Examine the trees for nests.

BREAK POINT. Speilman Centre

Now walk towards the Anglican and take the path on the left towards the zigzag path. The Cherry Laurel will have buds on it. Along this path there are lots of primroses and flowers starting to appear. KQ: Why is this path a good place to look for plants to grow? (Lots of light but sheltered)

Continue up the zigzag path and head up the Carriage Way towards top gate. Slowly look for new growth and buds on evergreens on the way. Also look for moss growing. Feel the moss. Who might use the moss, what for?

Stop where there is a break in the trees and compare the view now against the view in winter. KQ: Where did all the brown leaves go? How will this view change again? Sketch the view.

Finish the walk off by talking about what they have seen and collected. Key question: Do they think the site has changed?

H&S points: Ensure children do not eat anything they find. Good footwear must be worn. Some paths can be slippery in the autumn, ensure children move calmly and slowly around the cemetery. Negotiate designated paths safely (EYFS PD)

Post Visit Ideas and Activities

There is a large range of activities that can be undertaken after the visit including:

- Sorting finds—counting, labeling, sets and matching
- Zigzag books of different sets/types
- Talking about autumn smells—can lead into talking about bonfires, fireworks night (H&S)
- Symmetry activities using autumn leaves and finds
- Printing and collage—leaf printing, potato prints in animal footprint shapes
- Junk modelling—animal shelters, bonfires
- Talk about how we protect animals in autumn
- Colour mixing—use autumn finds as comparisons
- Tell the journey story using the evidence collected on Journey Map
- Writing simple sentences about the visit
- Create pictures with some of the fallen treasures
- Bulb planting in the school grounds or in a local park
- Talk about what different animals need to survive, why do they think animals, insects and plants live in Arnos Vale?
- Sequence photos of visit
- Looking for seasonal signs in the local area (on your walk to/from school)
- Think about night time animals—link to night time fun in Autumn. (Divali, bonfire night, fireworks)
- Use Google Earth to look at AV from the air. Imagine you are a bird. What can you see, hear, what can't you see? Why?
- What does and doesn't live/grow in the cemetery?



Final activity

Caring for living things

Create a bird seed cake, recipes can be found on the internet. When finished and dry, take the cakes to a local park, graveyard or area with trees and hang them up. If you use yoghurt pots, try to remove before hanging so that no litter is left. Discuss why we care for animals by leaving food in the winter.



Map of Route

Key Questions for AV walk (PHOTOCOPIABLE)

Can you see any new growth? How do we know its new?

What colours can you see? What shades can you see?

Can you see any new shoots, buds or leaves?

Why are the birds here?

What are they doing in the spring?

Is the new growth the same colour as the older leaves?

Why is the Carriage path a good place to look for plants to grow? (Lots of light but sheltered)

Also look for moss growing. Feel the moss. Who might use the moss, what for?

Where did all the brown leaves go?

How will this view/scene change again?

Do they think the site has changed since their last visit? Will it change again?

Did you see what you expected to see?

Is there anything you saw that you didn't expect?

QUESTIONS TO ASK THEIR 'ANIMAL'

Why do you like Spring?

Is it hard to find food in winter?

Is there more shelter growing now?

Would you use the leaves and moss for your nest/home?

Key activities for AV walk

Compare shade cards to plants

Take photos of signs of Spring

Sketch signs of spring

Talk about what they can see. Encourage time related words in conversation.

Examine the trees for nests.

Also look for moss/buds/new leaves growing. Feel them