



Session Plan – Autumn and Plants

This session plan is for KS1, and includes what you will need for the session, instructions for activities, and links to the curriculum.

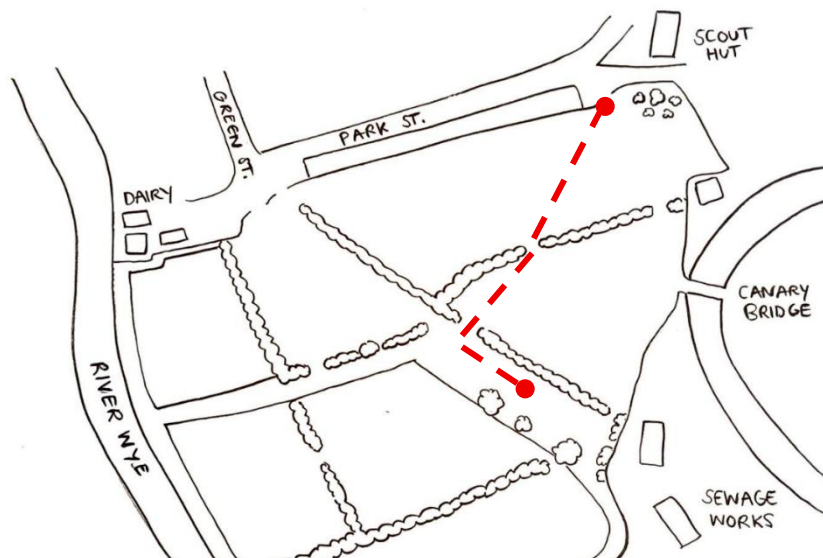
It is recommended to spend around 2.5 hours on the meadows for this session, and should be carried out in September or October.

The session is split into 5 sections – the autumn ‘treasure hunt’, discovering seeds, an acorn game, using tree ID guides, and an autumnal craft. All aimed at encouraging children to explore their surroundings and recognise what happens during autumn.

Materials you will need:

- Bartonsham HWT Autumn hunt sheet
- Clipboards & pencils
- Acorns (~1 per child)
- Tray
- A range of seeds – conkers, berries, flowerheads etc.
- Picnic blankets
- ID sheets – FSC tree guides
- Crayons, pencils, paper

Recommended route:



Activity plan:

Activity	Where?	Instructions
Seasonal treasure hunt	Starting from Crozen lane entrance ending at the centre of the meadows characterised by a line of trees including a dead oak.	<p>Split children into groups - each gets a spotter sheet, clipboard and pencil. Groups will tick off what they see along their walk, looking for different colours and textures of autumn.</p> <p>Encourage children to think where they might find certain things, e.g., look at the hedgerows for berries and spiderwebs. Use this exercise to get children to think about what lives on the meadows.</p>
Acorn game	Along the line of trees.	<p>Once the treasure hunt is complete ask the children if anyone managed to find any seeds. Hold out an acorn and ask if anyone managed to find one.</p> <p>Discuss what it is (a seed from an oak tree) and what it needs to grow (water, light, air, space, soil, time). Talk about why plants produce seeds.</p> <p>Seeds are very important for plants, but there also really important for lots of birds and animals. Ask the children why. What do they use them for – food. Can they think of any animals that would like to eat acorns?</p> <p>Squirrels and other animals like Jays collect acorns in autumn to prepare for winter. Ask the children to pretend to be squirrels (big bushy tails and twitchy whiskers!), give each 'squirrel' an acorn and tell them to hide it somewhere where they think it will be safe.</p> <p>Once they have all hidden their acorns, start the next activity.</p>

Learning about seeds	Near the dead oak.	Sit the children down on a picnic blanket. Ask if any groups managed to find seeds. Put your pre-collected seeds in a tray or box for everyone to see. Explain how varied different seeds can look, where they come from, what seeds are for, who might eat them etc.
Exploring hedgerows and trees	Around the field	Split children back into their groups, each with tree ID sheets. Let them explore the field and its trees and hedgerows, using the guides to look at characteristics such as shapes of leaves and colours of berries to identify which species are present at Bartonsham.
Acorn game	Dead oak.	Return to the area that the acorns were hidden. Remind the squirrels that it is now winter, and they must find their acorns for dinner! Some squirrels won't find their acorns, and you can explain that these acorns may be eaten by something else or turn into an oak tree. (it can be helpful to have a few spare acorns in case anyone gets upset)
Optional autumnal craft	Near the dead oak	If there is time leftover, hand out art materials to make some art inspired by the meadows. An easy example is using interesting textures like leaves or tree bark to make rubbings with crayons.

Links to curriculum:

Subject	Year 1	Year 2
<p>Science</p>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p>

<p>Geography</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
<p>Art and design</p>	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>