

1

**Scavenger hunt (KS2)** – Give each group a list of items to find in an outdoor search area (obviously ensuring that all items are in the area). This could include pictures/photographs to make it accessible to all. The task is then to find all the items, and bring back proof! For example, for types of leaves, children could collect them in a bag. For flowers/birds/insects, they could make sketches or take photographs of the required items. The winning team is the first one to bring back their proof of all the items in their scavenger hunt.

2

**Searching for patterns (KS2)** – Challenge the pupils to see how many patterns they can find in nature. This could include looking at: the patterns on leaves captured in leaf rubbings using thin paper and wax crayons; the arrangement of flower petals for discussing symmetry; and snail shells and seashells to open up a world of curves and spirals, including researching the Fibonacci spiral. Children could move on to make wonderful spiral pictures, using string. Tracing different patterns, into the sand or onto a sand tray, is also a great way of supporting the learning experience.

3

**Make a bug box (KS1)** – Give the children the chance to design and build a bug box for observing bugs for a short period of time. Key features: the bug must be visible inside the box; you must NOT need to touch the bug at all; and the bug must remain unharmed during the whole observation process. Once everyone's bug box is ready, go in search of bugs. Remember not to touch any of the bugs! Find ways of capturing them, observing them and releasing them. Find out more about them (for examples; their names and key features) and then create a database of all the bugs that are living in your search area.

4

**Chalk walk – (KS1)** – Give each child a piece of chalk and a challenge before a walk around the school grounds. For example a 'phonics on the move chalk walk'. The children will need to find objects containing the same sound/letters and practise writing these along the route, with their chalk. If there are sounds children are struggling to grasp, use the walk to cement learning. Alternatively you could ask the children to focus on direction. Armed with a compass, and their chalk, they can write the compass directions onto the path. Or for a materials walk, children could label items they discover.

5

**Water tension (KS2)** – Begin the session with a bowl of water and paper clips. Each group has to see if they can get their paper clip to float on the water. Discuss the surface tension of water. For added 'wow' factor, place a couple of drops of liquid soap in the water near the clip but not on it. The paperclip will fall to the bottom. See if the children can explain what has happened. This is because the soap breaks the water tension. Now, with this new found knowledge and magnifying glasses in hand, go to a local pond and see if you can find any insects which are light enough to stay on top of the water.