

Branstone



School Worksheets and Self-Led Activities

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Introduction



We have developed a number of self-led activities and worksheets at Branstone for you to use either as a focus to enhance your workshops or to fill in ten minutes while waiting for your coach. The activities in this booklet are designed to be led by the teachers and parent volunteers in your group, although a member of Branstone staff will be available to assist if needed.

As with everything, we aim to be flexible to the needs of your class and you are welcome to adapt the activities within this booklet to meet your needs during your visit.

If you have any questions or comments about the activities and resources that will be available during your visit, please contact us on branstone@iow.gov.uk or phone on 01983 865540 and we will be happy to discuss your needs for your visit.

Plants and Animals



What season is it now? **Circle** your answer:

Spring

Summer

Autumn

Winter



Look for a plant growing in the field. **Draw** it below:

Use some of the words below to **label** the different parts of your plant:
(**Tip:** You may not need all the words!)

Flower

Roots

Stem

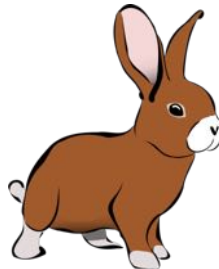
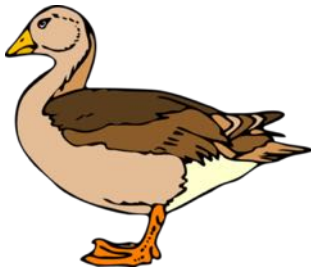
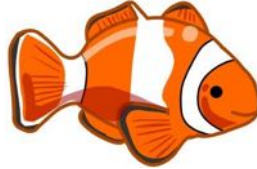
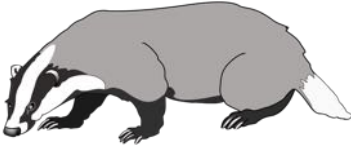
Leaf

3

Animals need some things to live. They live in places where they can find these things. These places are called **habitats**.

The field is one type of habitat.

What animals do you think might live in the field? **Circle** your answers:



4

What does the field provide (give) for the animals who live here?

Draw a line between the words to join them up:

What animals need:

Food

Shelter (Dens/Burrows)

Water

What the field provides them:

Rain

Grass, small animals, insects

Soft soil

Plants and Animals



Walk into the field. Are there any signs of animals living here?

Write down the signs or draw them below:



What animals do you think live here?

Put them into the categories below:

Insects

Ladybird

Mammals

Mouse

Birds

Blackbird



Can you see any plants in the field?

Draw one below:

What does the plant need in the field to survive?



What might happen to this habitat if humans built here?

Write your ideas in the space below:

Nature's Rainbow



Look for plants and animals and see how many different colours you can find.

Draw , write or stick what you find in the different colour boxes.

Red

Yellow

Pink

Green

Purple

Orange

Blue

Brown

Black/White

What was the most common colour?

What was the least common colour?

Bird Words



Find and circle the names of some common birds in the word search below.

Can you see any of these birds during your visit to Branstone?

A	F	G	X	B	J	O	D	K	S
V	I	P	M	L	Q	N	W	E	C
G	E	K	O	A	S	S	R	S	U
R	K	D	P	C	O	P	E	T	T
S	A	B	S	K	Z	A	N	R	P
C	R	O	W	B	M	R	D	E	I
T	O	H	H	I	N	R	T	L	G
V	B	S	A	R	X	O	Y	F	E
G	I	P	M	D	K	W	W	I	O
L	N	M	E	R	E	J	E	N	N
B	E	N	T	H	R	U	S	H	B

Word Key

- | | | | |
|-----------|----------|------------|--------------|
| 1. Crow | 2. Wren | 3. Thrush | 4. Blackbird |
| 5. Pigeon | 6. Robin | 7. Sparrow | 8. Kestrel |

Bug Hunt



Find and circle the names of some common mini beasts in the word search below.

Can you find any of these mini beasts during your visit to Branstone?

S	W	O	O	D	L	O	U	S	E	R
P	O	C	P	J	F	O	U	X	E	Y
I	N	E	E	R	Y	B	A	P	O	D
D	M	A	R	N	D	I	P	C	A	B
E	Q	T	Y	S	T	O	L	O	N	S
R	L	W	O	C	H	I	E	B	T	N
B	O	D	K	S	E	L	P	B	S	A
I	R	I	S	D	I	H	D	E	M	I
N	E	A	U	P	B	Q	Q	E	D	L
F	R	L	A	D	Y	B	I	R	D	E
G	L	O	Y	K	V	S	T	L	A	Z

Word Key

- | | | | |
|-----------|--------------|-------------|----------------|
| 1. Spider | 2. Woodlouse | 3. Ant | 4. Grasshopper |
| 5. Snail | 6. Bee | 7. Ladybird | 8. Centipede |

Mammal Search



Find and circle the names of some common mammals in the word search below.

Can you find any of these mammals during your visit to Branstone?

R	V	W	B	N	E	Y	A	X	V	I
W	K	S	Q	B	I	T	O	R	E	L
E	L	L	J	A	N	F	E	H	H	E
A	J	H	E	D	G	E	H	O	G	T
S	G	P	P	G	G	X	X	P	N	U
E	D	N	A	E	V	O	D	M	B	N
L	P	E	T	R	Q	F	J	O	D	V
L	S	B	E	A	Z	O	K	U	S	O
G	D	Y	R	R	M	H	D	S	I	L
D	R	A	B	B	I	T	N	E	L	E
D	U	B	K	L	O	F	N	R	O	B

Word Key

- | | | | |
|-----------|-----------|-----------|-------------|
| 1. Mouse | 2. Badger | 3. Fox | 4. Vole |
| 5. Rabbit | 6. Deer | 7. Weasel | 8. Hedgehog |

Plant Search



Find and circle the names of some common plants in the word search below.

Can you find any of these plants during your visit to Branstone?

A	D	B	L	U	E	B	E	L	L	D
D	N	E	T	T	L	E	F	T	C	A
A	A	D	F	X	S	O	J	H	X	F
N	N	I	T	A	D	P	L	I	H	F
D	M	M	S	P	U	F	G	S	O	O
E	V	I	E	Y	C	S	C	T	I	D
L	O	R	B	I	K	L	P	L	Q	I
I	R	R	Y	D	W	K	O	E	W	L
O	T	E	F	O	E	U	P	C	T	D
N	L	S	U	K	E	Q	P	Y	P	I
S	B	I	W	X	D	A	Y	Z	K	L

Word Key

- | | | | |
|-----------|--------------|------------|-------------|
| 1. Nettle | 2. Dandelion | 3. Thistle | 4. Daffodil |
| 5. Daisy | 6. Duckweed | 7. Poppy | 8. Bluebell |



Story Sticks

Suitable for: KS1/ Lower KS2

Resources needed:

- A large stick for each pupil/pair (located in indoor classroom buckets)
- Double sided sticky tape (self-led cupboard in classroom)
- Paper—optional (self-led cupboard in classroom)
- Pens—optional (self-led cupboard in classroom)

Instructions:

Pick a branch and stick a length of double-sided sticky tape to it. When you have done this, you are ready to start your journey around Branstone. You can either go alone, in a pair, or part of a group.

As you walk, look out for interesting items (feathers, shells, fallen leaves, twigs) and stick them to the branch in the order you find them. After a set amount of time, return to the teacher and describe your journey using the items you collected as prompts.

Possible focus points include:

1. A description of the route taken.
2. The different types of objects found, which were the most and least common?
3. An imaginative story or poem based on the journey and the objects you have collected.



Detailed Drawings

Suitable for: KS1/ Lower KS2

Resources needed:

- A cardboard tube (located in self-led cupboard in the classroom)
- Pencil (self-led cupboard in classroom)
- Paper (self-led cupboard in classroom)
- Clipboard (self-led cupboard in classroom)

Instructions:

Take the resources listed above and go for a walk around Branstone. As you walk, use the cardboard tube as a telescope around you. When you see something through the tube that interests you stop and make a drawing of the object, making sure you focus on the small details you can see through the tube.



Listen!

Suitable for: KS1/ Lower KS2

Resources needed:

- A partner!

Instructions:

Find a partner and sit back-to-back for two minutes with your eyes closed, listening to the sounds around you. When the two minutes are over open your eyes and take it in turns to describe the sounds you heard. Did you both hear the same things? What do you think made the sounds?



Adventure Stories

Suitable for: KS1/ Lower KS2

Resources needed:

- A partner/ a group.

Instructions:

Go for a walk around Branstone in a pair or a group, keeping an eye out for interesting natural objects.

When you find something, describe it to your friends using exciting, imaginative language. For example, if you find a twig say that it is a claw from a wood dragon. If you find a rabbit burrow, say that you found the entrance to an underground kingdom.

Can your friends guess what you are describing?



Natural Art

Suitable for: KS1/ KS2

Resources needed:

- A partner/ a group.
- Up to 6 different types of natural materials (leaves, stones, sticks, flowers etc.) found around the Branstone site.

Instructions:

In your group decide on what type of picture you are going to create and collect up to six different types of natural materials (one type of flower, twigs, stones, one type of leaf etc). You can decide what picture you are going to create before or after collecting your natural materials, depending on what you think would be easiest for your group.

Lay the items out on the ground to create a picture or sculpture using the materials you have found. Try to be as creative as possible, as your teachers may choose to judge the artwork to find a winner.



Sound Mapping

Suitable for: KS2

Resources needed:

- Paper (located in self-led cupboard in the classroom)
- Pencil (self-led cupboard in classroom)
- Clipboard (self-led cupboard in classroom)
- Colouring pencils—optional (self-led cupboard in classroom)

Instructions:

Draw a map of Branstone (this can be as detailed or as simple as needed), marking key features so that you can easily orientate yourself.

When you have completed the map, go and find a quiet space to sit and listen for noises. When you hear a noise, create a symbol to represent it (this can be anything, from a cross to a picture) and mark it on the map to indicate where you think the sound is coming from. Make sure that each sound has its own unique symbol and create a key to show which symbol represents which sound. If you are unsure what is making the noise, have a guess or describe the noise in the key.

If you are able to, create a system to show how loud the sound seemed—for example using a 1-5 scale next to each symbol or changing the size of the symbols to indicate noise levels.

After a set amount of time return to your class and spend some time describing your map and comparing what you found. Did everyone hear the same noises? How did you decide where the sound was located? Did everyone hear the sounds at the same noise level?



Orientation

Suitable for: KS1/KS2

Resources needed:

- An answer sheet per pair/group (located on page 20 of this document).
- Photographs (provided by member of staff on the day)
- Pencil (self-led cupboard in classroom)
- Clipboard (self-led cupboard in classroom)

Instructions:

Boris the Branstone Badger has gone missing. Luckily he has left a trail for you to follow.

In your pairs/groups, take an answer sheet, a clipboard, pencil and a numbered photograph (the number does not matter as you do not have to solve the clues in order).

Use the photograph to find clues about where Boris has been. Look for stationary objects such as fences, trees or posts. When you think you know where the picture was taken, travel there with your group and you should find a green tag with the corresponding number. Write the words printed on the tag onto the answer sheet, next to the number written on the photograph (if the photograph says 9, write the words next to number 9 on the sheet).

When you have the answer, go with your group to get the answer checked by the teacher and to collect the next photograph. If you fill in more than one answer at a time, you will have to sit out of the activity with your group for five minutes.

The pair or group to find the answers the quickest will be directed to a location where Boris will have left a small prize. When the activity has finished, ask the winners to explain the tactics they used to quickly locate the location shown in the photograph.



Instructions:

1. Travel to the location in the photograph you have been given.
2. Write the words you find next to the correct number in the table.
3. Return to the classroom for the next photograph.

Picture Number	Words Found
1	
2	
3	
4	
5	
6	
7	
8	
9	



Leaf Measurements

Suitable for: KS2

Resources needed:

- Leaves (can be found around the site at Branstone)
- Leaf identification sheet (self-led cupboard in the classroom)
- Rulers (self-led cupboard in the classroom)
- Graph paper (self-led cupboard in classroom)
- Pencils (self-led cupboard in classroom)
- String (self-led cupboard in the classroom)
- Colouring pencils (self-led cupboard in the classroom)

Instructions:

Ask the children to go out and collect a number of different leaves and ask them if any of the leaves look identical. See what similarities and differences there are between each leaf identify the types of leaves they have collected using the leaf identification sheet.

The children will be seeing if any of the leaves collected are the same size. Three different aspects will be measured

- Perimeter:
Place the leaf on a flat surface and run a piece of string around the edge of the leaf, making sure it follows the shape as closely as possible. When this is done, measure the length of the string.
- Area
Place the leaf on squared paper and draw around the edge. When you have done this, count the number of whole squares in the leaf shape and record them in the table. Decide on how you are going to count the fractions of the squares and ensure you are consistent with each leaf.
- Length/Width
Lay the leaf on a flat surface and measure the length or width with a ruler. Make sure you take the same measurement with each leaf.

The children can make a table to record their results while working and present their findings in a graph to present to the rest of the class.