

# School Orienteering and Outdoor Learning Hub

The **Enrich Education** 'School Orienteering and Outdoor Learning Hub' Core and Foundation subscription packages provide access to **200+** physically active orienteering and cross-curricular outdoor learning lesson plans and resources which complement aspects of the **English, Phonics, Maths, Science, Geography** and **PE (OAA) National Curriculum**, and which are aligned to the school's custom orienteering maps and markers. Each activity comes with a detailed 'activity plan' which has learning objectives, directly linked to one or more national curriculum outcomes, and a clear explanation of how to carry out the activity. Specially designed, fixed and editable downloadable activity sheets enable children to record and develop their learning from the activity. Schools will also receive free seasonal activities that can be incorporated into their curriculum or used to support key themed events in the academic year.

All of the lessons and resources have been developed by our team of specialised teachers and consultants. Our aim is to provide teachers with high quality learning activities which are easy to use, and which require the minimum amount of teacher planning and preparation. The **School Orienteering and Outdoor Learning Hub** allows users to easily filter downloadable activities by Subject and Key Stage.



# Food Chain Chase



## Objective

Construct and interpret a variety of food chains, identifying producers, predators and prey.



## Equipment

- Bibs or sashes (1 per child)



## Preparation

- Set a square in the playground, field or sports hall, with room for all children to move around safely at different speeds.
- Divide the children into three different sized groups; one large (**Grass** group), one medium (**Rabbit** group) and one small (**Foxes** group) e.g. for a class of 30 children: group 1 (15 children); group 2 (10 children); and group 3 (5 children).
- Tell each group their group name i.e. **Grass, Rabbits and Foxes**. Give all the children in the **Grass** group a bib or sash and ask them to tuck it into their waistbands. Give all the children in the **Rabbit** group a bib or sash and ask them to tuck it into their waistbands, with at least  $\frac{1}{2}$  of the bib / sash visible.
- Explain the basic rules of the game to the children: **Grass** can be eaten by **Rabbits** by taking rabbits' bibs; **Rabbits** can be eaten by **Foxes** by taking foxes' bibs; but **Foxes** cannot eat **Grass**.



## Instructions

- Ask the children in the **Grass** group to go and find a space in the area and stand still. Ask children in the **Rabbit** group to stand on one side of the square and ask the children in the **Foxes** group stand on the opposite side. When you give the signal to start the game, both the **Foxes** and **Rabbits** must move into the square.
- During the game, the **Grass** group should not move. **Rabbits** should move around the area and try to eat as much **Grass** as possible. **Foxes** must eat as many **Rabbits** as possible. If a **Rabbit** has their bib taken, they must move to the edge of the area.
- The first game should be timed for around 1 – 2 minutes. After the first game, children should change roles. The aim is to give children the opportunity to be in each of the three roles.



## Other information

- Explain to the children that this activity helps them to learn about how different animals and plants gain energy and nutrients from food and how it is all linked together in a chain. For example, plants use sunlight, carbon dioxide from the air, water and minerals from the soil to produce their food / energy. As animals do not make energy in this way they must find and consume food differently. A simple two-link food chain is plant (Grass) – herbivore (Rabbit). The natural progression from the two-link food chain is to add a carnivore to make it a three-link chain: plant (Grass) – herbivore (Rabbit) – carnivore (Fox). Help the group identify the producers, predators and prey in the chain.



# Pollen Grab



## Objective

Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.



## Equipment

- 12 Hoops (3 Red, 3 Blue, 3 Yellow, 3 Green)
- 32 Bean bags (8 Red, 8 Blue, 8 Yellow, 8 Green)



## Preparation

- Set out the biggest possible square in the playground, field or sports hall, with ample room for all participants to move around safely at different speeds.



## Instructions

- Divide the pupils into two different sized groups; one large (Bees), one small (Flowers) e.g. for a class of 30 children: **Group 1** (22 Children); **Group 2** (8 Children). Divide group 1 (Bees) into 4 smaller groups and sit these groups down in front 4 different coloured hoops at the edge of the playing area. Split group 2 (Flowers) into 4 smaller groups and ask them to take a coloured hoop and 4 corresponding bean bags and to find a space in the playing area away from other flowers and stand in their hoop. Inform each group of their group name i.e. Bees and Flowers.
- The Bee at the front of the line must run out to a flower and collect two pollen grains (bean bags) and return to their hive (hoop). They must deposit one bean bag and give the other to the next Bee who will then go to a different flower, deposit the bean bag and then collect two more. When returning to their hive, the Bees can only communicate with other Bees by buzzing, dancing and pointing.
- The Flowers are not allowed to leave their hoop or make noise, but they can wave their arms to attract the bees.
- The first game should be timed for around 2 - 3 minutes. After the first game, each Bee team will then count the number of pollen grains (bean bags) they have in their hive (hoop). Each Flower will count the pollen grains (bean bags) and their colours.
- After this game, you can change the roles of the children so they each have a chance to be a Bee or a Flower.
- At the end of each game, the Bees and the Flowers should have a number of different coloured bean bags. This will represent cross pollination amongst the flowers through the help of the Bees.



## Other information

- For older children, mark some bean bags with a skull sticker or a black x. This could represent a pollen grain that has had pesticide used on it and could harm the bee or the whole hive.



# Tree Water Works



## Objective

Identify and describe the functions of different parts of flowering plants and investigate the way water is transported within plants.



## Equipment

- 4 Tree Water Works Activity Sheets.
- 8 red hoops, 8 blue hoops, 8 yellow hoops and 12 green hoops
- 36 bean bags



## Preparation

- Split the children into 4 appropriate groups, taking into consideration ability and space available. Provide each group with a name e.g. Oak, Maple, Beech & Birch.
- Seat each group down in a line behind a cone and provide each team with a Tree Water Works Activity Sheet and the 9 corresponding-coloured hoops.



## Instructions

- Ask the teams to construct / replicate the image on the example sheet with their hoops. Ensure that the bottom hoops are 2 – 3 meters in front of their group's cone.
- Describe what each coloured hoop represents: blue hoops - Roots; red hoops - Trunk; yellow hoops - Branches; green hoops - Leaves. Discuss with the group how the tree takes in and transports water, from the roots to the trunk, on to the branches and finally to the leaves.
- Distribute 36 beanbags between the four groups (9 to each team). Tell the group that the bean bags are going to represent water and it will be their job to fill up the tree, starting at the roots and working their way up.
- The first child at the front of the line stands behind the group's cone and tries to throw (under arm) a bean bag into the first hoop (roots). If they are successful, they move to the back of the line and the next person tries to throw a bean bag into the next hoop. If they miss, they run out and collect the stray bean bag and bring it back to their group, joining the back of the line. This continues until all hoops have been filled with a bean bag. The group must work up through the tree, starting with roots, moving to trunk, branches and finishing with leaves.
- The team that fills their tree first is the winner. This activity can be adapted into a relay race by moving the tree further away from the groups and having children run out and deposit the bean bags by hand.



## Other information

- For younger children, encourage them to run out and place the beanbags in the hoops
- Reduce or increase the size of the throwing area depending on the ability within the group
- Children should be familiar with the different parts of the tree / plant that make up its basic structure and the job they do in helping the tree / plant survive and grow.



# Tree Water Works

